



2000-2004 California State Plan for Vocational and Technical Education

**In Fulfillment of the Requirements of the
Carl D. Perkins Vocational and
Technical Education Act of 1998
P.L. 105-332**

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California Department of Education
DELAINE EASTIN
Superintendent of Public Instruction

California Community Colleges
THOMAS NUSSBAUM
Chancellor



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February 9, 2001 - Revised Chapter 8 to include technical revisions.

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Preface

We are pleased to have been a part of this massive effort to develop the *2000-2004 California State Plan for Vocational and Technical Education*. State plans are required by the federal government in order to gain eligibility for federal funds from the Carl D. Perkins Vocational and Technical Education Act of 1998. But, in crafting the plan, we attempted to go beyond the mere requirements of the federal legislation and present a document which speaks directly to the complex California education scene and links vocational and technical education to other aspects of California education in elementary and middle schools, high schools, and community colleges. The view that education is a continuum—that all education services from preschool to graduate school are inextricably linked—permeates our efforts. Equally important is the interrelatedness of the curriculum across subject matter. Strong vocational programs improve academic learning, and academic programs are strengthened by the kinds of learning activities so prevalent in quality vocational and technical education programs. Both of these concepts are essential, but not sufficient prerequisites, for preparing our youths for the future. A third vital component is to improve linkages between the world of schooling and the world of work. We trust that the plan is true to these core beliefs. The heart of the plan is contained in the eight chapters. Supportive information and required assurances and certifications are contained in the appendices.

California is the largest and the most complex of states. The first chapter of the plan attempts to paint a brief view of the demographic and economic context for California education. A solid understanding of that context is essential in the preparation of a plan. Chapter Two represents the work of California's Field Review Committee in responding to the need to establish a set of principles and priorities that would guide the plan. In Chapter Three we look at vocational and technical education from the view of the California Department of Education and, in Chapter Four, of the Chancellor's Office, California Community Colleges. Chapter Five focuses on accountability and evaluation—subjects highlighted by the new Perkins Act requirements. Tech-Prep Education, covered in Chapter Six, deserves special treatment since it marks a new level of the cooperative working relationship we hope will be fostered by the creation of this plan. For the first time an important vocational and technical education initiative is truly to be jointly administered—a hopeful precursor of other such initiatives to come. The importance of a comprehensive workforce development system and the role that federal and state legislation will play is covered in Chapter Seven. Criteria used for the distribution of Perkins funds in California are covered in detail in Chapter Eight.

Such a comprehensive plan would not have been possible without the hard work and support of literally hundreds of individuals—too numerous to mention all here. However, we would be remiss if we did not acknowledge some of the key players. Our thanks go first to Delaine Eastin, California's State Superintendent of Public Instruction, the members of the California State Board of Education, Tom Nussbaum,

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Chancellor of the California Community Colleges, and the Board of Governors of the California Community Colleges, for their unwavering belief in the importance of high-quality vocational and technical education. Their leadership is essential. Very special thanks are also due to the 80 members of the Field Review Committee, who provided us with their valuable and absolutely essential views on how vocational and technical education could best be provided (see the list of members in Appendix One). It would be nice, but not accurate, to say that all their views converged on all the issues. It is accurate to say that all their views were given very serious attention in the development of this plan.

The agency staffs who worked on this plan were terrific. They responded patiently to our many requests for information within sometimes impossible timelines. We cannot list all of them here, but all deserve our thanks. Those who deserve special commendation were the folks who were required to deal most directly with the authors. Essential to the successful completion of the plan were Patrick Ainsworth, Associate Superintendent and Director, Standards and High School Development Division, California Department of Education, and Director of Vocational and Technical Education; and Victoria Morrow, Vice Chancellor, Education Services and Economic Development in the Chancellor's Office. Pat Ainsworth's predecessor, Stuart Greenfeld, deserves thanks for helping to launch the project. Vicki Warner, who served as Dean of Vocational Education in the Chancellor's Office, spent many hours laboring over some of the key issues.

Our biggest thanks are reserved for Beverly Campbell, Manager of the Academic and Career Integration Unit, California Department of Education; and Peggy Olivier, Specialist (and for a time Interim Dean) in Vocational Education in the Chancellor's Office. They held the point positions for most of our contact within the two agencies and were responsible for contributing much of the information that provides the meat of the plan. Again, there are many, many others in the two agencies who deserve praise and recognition.

A project of such scope and breadth requires an unusual range of expertise and knowledge. Fortunately, we had a coterie of knowledgeable and capable people upon whom to draw. I was fortunate to be able to call upon my professional colleagues at PACE, Bruce Fuller and Mike Kirst, to assist in deliberating on the context issues—how vocational and technical education fit in the overall scheme of things. We were blessed by being able to draw upon the nation's most thoughtful academics who resided at the National Center for Research on Vocational Education when it was centered at the University of California, Berkeley. David Stern, the former director of the National Center, was instrumental in providing a framework which guided our work. David's admonition that we think in terms of preparation for both college and work served as a constant theme. Norton Grubb, formerly Berkeley Site Director for the Center, aided us immensely in thinking about the responsibilities of the community colleges and how best to conceive of the appropriate state and local roles. Norena Badway, also formerly with the National Center, helped us focus on planning and accountability and played a key role in

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developing those sections of the community college portion of the plan. Gary Hoachlander, former director of evaluation for the Center and President of MPR Associates, provided central insights into the accountability provision of the Perkins Act. Gary's colleague at MPR, Steve Klein, performed marvelously in the development of the accountability sections of the report, particularly the Department of Education portion.

Two additional consultants were instrumental in the development of the plan. Bill Furry, formerly of the staff of the Governor's Secretary of Education Office, provided much of the information concerning California's economy and demography. Special thanks go to Bill Anderson, former Director of Vocational Education in the Chancellor's Office, who worked tirelessly on the community college section of the report and on the plan's overall content. Bill Anderson's willingness to step in and take on "other duties as assigned" will not be forgotten.

One of the advantages of being affiliated with the University of California (UC) is that you can draw on a remarkable group of brilliant, hard-working graduate students. Such was our good fortune. Our thanks and best wishes for the future go to Denise Bell, Barbara Burton, Mary Crabb, and Rebecca Grove. Another advantage of UC affiliation is the help of the hardworking and competent staff. Thanks go to Diana Smith and Regina Burley of the Berkeley office of PACE. Special kudos are reserved for Robert Dillman, who was primarily responsible for the tremendous logistics on a project which included much meeting coordination and report production in a compressed period of time. Robert managed to carry out his responsibilities with a competent, cooperative spirit, once again proving what a hard-working, loyal employee he is.

Finally, I wish to thank Charles Benson, the first Director of the National Center for Research in Vocational Education. Although he was not with us for this project, he provided the vision that we hope this plan helps promulgate.



Gerald C. Hayward
Co-Director, Policy Analysis for California Education
University of California, Berkeley

Introduction

A dynamic economy and an increasing demand for results from most of our social institutions are making this a critical time to reshape the role of vocational and technical education in California. New directions in federal and state workforce development policy are changing a landscape that is already being drastically altered by long-term economic and demographic forces. A creative and energetic response to these challenges is essential if vocational and technical education is to prepare California's workforce for the future. This new State Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998 is only the start of the reshaping process. The process must be carried much further in the coming months and years.

Powerful economic and demographic changes confront California--indeed, the entire nation--as the 21st century dawns. The overriding reality is that the Industrial Age that drove the original federal legislation on vocational education is long gone. We have moved not just into, but through, the Information Age, to a knowledge economy in which skills we train for today may be out of date next year. Jobs with good wage potential now demand higher education or advanced training beyond high school. More education has become not just desirable, but essential to economic success and quality of life. We are dealing with not only a new type of economy, but one in which the United States is competing on a global scale.

This does not mean there is no longer a need for vocational and technical education. It does mean that our planning for and delivery of vocational and technical educational services must be driven by the needs of both our populace and of our rapidly-changing economy, and must take into account the major demographic and educational forces that operate within that economic context. The success of vocational and technical education is clearly linked to the larger question of how students prepare for life as productive, self-sufficient workers, contributing citizens, successful family members, and lifelong learners--the goals of the Labor Secretary's Commission on the Achievement of Necessary Skills (SCANS). That 1991 report makes it clear that *all* students are, in a sense, vocational students who must prepare for multiple roles as adults.

Like its predecessors, the 1998 Perkins Act (or Perkins III) centers on secondary and postsecondary courses and programs that are oriented to building specific job skills. But it goes farther than any previous version of Perkins to connect vocational and technical education to academic achievement, and to see it within the entirety of workforce development.

Perkins III intends:

- To build on the efforts of states and localities to develop challenging academic standards.

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- To promote the development of services and activities that integrate academic, vocational, and technical instruction and that link secondary and postsecondary education.
- To increase state and local flexibility to provide services and activities.
- To disseminate national research and to provide professional development and technical assistance that will improve vocational and technical education programs.

Perkins alone does not address the totality of vocational education--only the *improvement* of programs that are expected to be supported out of the general educational budget. That improvement is financed by an infusion of federal funds that are tiny in comparison to the entire education budget of any state. The program will not, in and of itself, add much in the way of resources. However, by structuring Perkins as a vehicle for improving vocational and technical education, Congress has created a measure in which we must think about the larger context in order to know just what improvements make sense. That, in turn, can and should drive a longer-range reshaping of vocational and technical education as an integral part of the total curriculum. Only by rethinking vocational and technical education within the context of the economy and of educational reform can we take full advantage of what is a valuable part of our national public education system.

This more holistic view of Perkins--and its much-intensified focus on results rather than process--is entirely consistent with the direction of federal and state workforce development initiatives. Two items are particularly significant: the Regional Workforce Preparation and Economic Development Act, a California state initiative, and the Workforce Investment Act, Congress' massive reshaping of job training activities. While both will be covered in greater depth later in this document (see Chapter 7), a brief discussion here will help clarify their relationship with this plan.

The Regional Workforce Preparation and Economic Development Act (RWPEDA) was adopted by the California Legislature in 1996 as part of the Welfare-to-Work Act, and readopted as a separate Act in 1998. It is intended to move California toward a comprehensive workforce development system capable of creating a world-class workforce for the 21st century. The Act establishes a partnership of key state officials--the State Superintendent of Public Instruction, the Chancellor of the California Community Colleges, the Secretary of Trade and Commerce, and the Secretary of Health and Human Services--to outline policy for the system and to support regional collaborative efforts for the delivery of workforce development services. The crux of RWPEDA is as follows:

“In order to achieve sustainable economic growth, meet the demands of global competition in the modern economy, and improve the quality of life for all Californians, California shall have

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a comprehensive workforce development system of education and workforce preparation linked to economic development that sets the standard for the nation and the world.”

This vision is set forth in *California Workforce Development: A Policy Framework for Economic Growth*. This framework, built on the requirements of a 21st century knowledge economy, identifies policies with which all components of the workforce development system, including the Perkins program, should be aligned. As agreed to by the partners and transmitted to the Governor and the Legislature, the RWPEDA vision statement becomes the vision for the entire system. The framework policies--both the overarching public policies and the more specific system policies--are intended to define that system and shape the work of each of its components.

This systemic approach is also inherent in the federal Workforce Investment Act adopted by Congress in 1998 as the reauthorization of job training programs previously provided under the Job Training Partnership Act (JTPA). Although its funding is about five times that of Perkins, the Workforce Investment Act represents only a relatively small portion of the entire system of workforce development. But in its language and conceptual design, WIA goes a long way toward a more systemic approach to its work. It provides greater flexibility to states and local entities to determine their needs and build programs and strategies to meet them. It places greater weight on accountability for results than previous legislation did. It also demands broader collaboration with a variety of partners to design and deliver services than did previous federal job training legislation. While the bill itself does not place the focus on education that California's Regional Workforce Preparation and Economic Development Act does, it clearly sets out areas in which education's role will be critically important. And it sends a clear signal that a systemic approach to workforce development is the direction of federal policy.

Education's role in improving workforce development is becoming more and more apparent to the public at large. But that role has long been recognized by the business community, which rates improving K-12 education and strengthening job training and workforce preparation programs as the most critical needs for California's global competitiveness in the new economy. Education reform--a national priority and a leading issue in California--is coalescing around higher standards, clearer assessments of progress, and accountability for results from the student level to the system level. Perkins III's emphasis on accountability reflects this trend. Another part of the reform effort clearly supported by the Perkins Act is the need for curriculum integration, especially the integration of career/technical education with the academic curriculum. That aspect of Perkins is consistent with RWPEDA and WIA, as is the increased requirement to measure and report outcomes. A third significant aspect of Perkins is its greater flexibility for states--and, even more, for local educational agencies--to decide how to spend the funds. There are still rules and strictures, but the direction of movement is clearly toward discretion and flexibility at the lowest level of decision-making.

A critical issue connects Perkins to the larger issue of workforce development: the growing income gap. The disparity between Americans prospering in the dynamic knowledge economy and those edging closer to economic insecurity or poverty threatens the health of the nation and has the potential to undercut economic growth. Some of the employment structures of the new economy--such as widespread wage stagnation, increasing inequality, and more and more contingent employment--are contributing to the wage gap. It is explored in some depth in a recent report by Working Partnerships USA and the Economic Policy Institute, *Walking the Lifelong Tightrope: Negotiating Work in the New Economy*. The report explores a number of strategies for addressing the growing income inequality; one of the major strategies is to provide lifelong education for work and development of careers. It argues that there is a need for a new workforce development structure built around regional training partnerships--very similar to the policy directions in the framework developed under RWPEDA. It also suggests that workforce development institutions must not only provide better opportunities for continual education and training of workers throughout their lives, but must also work toward restructuring employment relations, working more closely with employers to meet training needs and with the system as a whole to assure education and training lead to better jobs.

In recent years, the Perkins Act has been targeted at people who needed particular assistance in overcoming barriers to educational and economic opportunity. At times, the Act even set aside part of its funding to fit specific needs of specific groups, such as people with disabilities, single parents, displaced homemakers, and students pursuing occupations nontraditional for their gender. The new Perkins moves away from such designated funding--giving it greater flexibility, but does not abandon the commitment to expanded opportunity as a goal of improved vocational and technical education. Perkins III de-emphasizes the targeting of identified "special populations" in favor of holding states and local educational agencies accountable for the success of those students. Because vocational and technical education is an important avenue for increased economic opportunity, this accountability approach (delineated in this plan) may produce better outcomes--contributing not just to the economic future of people in "special populations," but also to a more successful workforce development system.

This document, while it hopes to make larger connections than found in most funding plans, is necessarily limited to the requirements of the Perkins Act. It can open the discussion of what vocational and technical education should be in California, and how it should fit into the larger educational context. But California urgently needs to develop a larger plan for vocational and technical education that extends beyond the specifics of funding program improvements to a visionary plan for how vocational and technical education can contribute to California's economic future. It is our hope that the development of such a master plan will follow closely upon the completion and submission of this plan.

Chapter One

The Demographic and Economic Context for Vocational and Technical Education in California

Any plan for improving vocational and technical education in the first decade of the 21st century should begin with an understanding of the dynamic demographic, economic, and social context for vocational and technical educational programs in California. Economic growth; the birth of new industries and the decline of others; regional and statewide recessions; and population expansion and distribution among age groups, ethnicities, and regions all present great opportunities and significant challenges to vocational and technical education in California. In this section, we will outline the major trends in the state's demographic and economic context for vocational education, and suggest some important implications they raise for the design of an improved vocational and technical education delivery system.

The Demographic Context

Total State Population Growth

The historic and projected population growth of California is well documented, and a quick look confirms its truly astonishing character. The California Department of Finance projects that California's population will grow from its current 33 million to 45.4 million in 2020. That means California's population will grow in the next two decades by an amount that exceeds the current *total* population of all but five other states. In the next 20 years, California will gain more people than currently live in Michigan.

What types of organizational arrangements, governance structures, and financial systems are most appropriate to enable California's schools to meet the educational and training needs of California's rapidly growing population? The challenge is particularly acute for vocational and technical education.

Population Growth by Age Group

While total state population climbs ever higher, there are some interesting dynamics within age groups (see Table 1):

- The number of students aged 10-19 will grow by 28% during the first decade of the millennium. Public schools will be under pressure to inculcate sound basic skills in a burgeoning middle-school population. High schools, already cramped,

will face great challenges in meeting the diverse educational and social needs of their pupils.

- The 20-29 age group will experience a 20% resurgence in the 2000-2010 period. In addition, Tidal Wave II, the flood of new students hitting the higher education system, will test capacity. Vocational and technical training and continuing education programs will have to expand to meet the training and educational demands of this age group just entering the job market.
- The 30-39 group will actually decline in size in the coming decade, projected to be 14% smaller in 2010 than in 2000.
- The 40-49 baby boomers, a group that grew rapidly in the 1990s (+46%), will continue to grow in the next decade but at a much slower pace (+9%).
- Mirroring a national trend, the senior citizen population of California will expand significantly in the first decade of the new century. The number of California residents over the age of 50 will increase by 41% between 2010 and 2020.

Statewide Population by Ethnic Group

One of California's greatest economic and social assets is its diversity. During the decade from 2000 to 2010, there will be significant changes in California's population among ethnic groups and by age within these groups (see Table 1). Among California's residents between the ages of 10 and 19 in 2010:

- The White population is projected to decline by 2.4%.
- The Hispanic population is projected to grow substantially, by 56%.
- The Asian/Pacific Islander population is projected to increase by 36%.
- The African American population is projected to grow by 7%.

In the same decade, the population of persons aged 20-29 will increase for all four ethnic groups, as follows:

- Whites +18%, to 356,000.
- Hispanics +25%, to 399,000.
- Asians/Pacific Islanders +29%, to 169,000.

- African Americans +16%, to 58,000.

State Population by Region

California's population growth will not be uniform across the state, but rather concentrated in certain key areas. Half the growth between 2000 and 2010 is expected to occur in Southern California – in the counties of Los Angeles, Orange, San Diego, Imperial, Riverside, and San Bernardino. Three other regions will account for an additional 38% of total population growth: the San Francisco Bay Area (15%), the Southern Central Valley (13%), and the Sacramento area (10%).

In the second decade of the 21st century, the rate of growth is expected to decline slightly in all areas of the state except the Central Coast (where the rate will increase from 17% between 2000 and 2010 to 18% between 2010 and 2020), and the South Coast (expected to remain at 10%). Nevertheless, Riverside and San Bernardino counties are projected to continue their spectacular growth, adding an additional million residents between 2000 and 2020.

Special Populations

A significant challenge for California is to provide rewarding educational and occupational opportunities for children, youth, and adults who have traditionally been placed disproportionately in unfulfilling, low-income occupations and lifetime careers that often do not lead to self-sufficiency.

Economically disadvantaged. Children reared in impoverished homes and communities often lack the precursor skills essential for success in traditional schooling.

- More than half (3.1 million, or 53.9%) of students enrolled in the California public schools in 1998-99 were from typically low-income ethnic groups (Hispanic, African American, Pacific Islander, American Indian, and Filipino).
- More than 2.7 million students (47.4%) were eligible for free or reduced price meals in 1998-99.
- Nearly 1 million students were from families participating in CalWORKS (formerly AFDC).
- The high-school dropout rates for Hispanic and African-American students exceed 40% in California.

Gender. While substantial progress has been made in the enrollment of females in the public four-year colleges in California, traditional tracking continues to be a problem in educational programs leading to vocational careers.

- Percentages of females in the workforce are projected to continue to increase in the new century. Women will form the majority of workers within the next decade.
- Nationally, in today's workforce, women comprise:

97% of child-care workers 97% of early childhood teacher assistants 85% of legal assistants 77% of cashiers 76% of household servants

1% of airplane pilots 2% of electricians and plumbers 3% of firefighters 4% of aerospace engineers 9% of engineers
--

Every occupation in the second half of this list provides substantially higher wages than those in the first half.

Limited English proficiency. Another obstacle to educational opportunity faced by many young people in California is limited English proficiency. Recent data indicates the following:

- 24.7% of students (1.4 million) enrolled in elementary and secondary education in California in 1998-99 had limited proficiency in the English language.
- In the spring of 1999, K-12 students spoke 56 languages, including Spanish, Vietnamese, Hmong, Cantonese, Tagalog, Khmer, Armenian, Mandarin, Lao, Russian, Punjabi, Arabic, Mien, and Farsi.
- During the 1998-99 school year, there were 261,697 students enrolled in the California Community Colleges who were of limited English proficiency.

Single parents. Given the size of California, it is not surprising that the number of single mothers in the state with low educational attainment is very large in absolute numbers. Even though the burgeoning economy of the late 1990s and changes in

welfare policies have helped reduce the welfare population, we still face a tremendous challenge in this respect:

- There are over 670,000 households headed by single parents with children under 18.
- More than 575,000 females 16 years old and older received aid for living expenses in California in 1998.
- The number of recipients is down from 743,000 in 1996, but the challenge for vocational training remains daunting.

Displaced homemakers. A displaced homemaker is an individual who: 1) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; 2) has been dependent on the income of another family member, but is no longer supported by that income, or 3) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et.seq.) not later than two years after the date on which the parent applied for assistance. To qualify for assistance, a displaced homemaker must also be unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment.

Students with disabilities. Many students at all levels of the educational system need special assistance involving supportive personnel, instructional aids, adaptive devices, or appropriate modifications of classrooms, curriculum, and equipment.

- During the 1998-99 school year, nearly 350,000 K-12 students were enrolled in special education classes.
- In 1998-99, there were 76,000 students with disabilities enrolled in the community colleges.

Conclusions

In light of these dramatic demographic features, it is clear that California vocational and technical education programs will confront some profound challenges in the early decades of the 21st century:

- The age groups that dominate the workforce will not grow at the same pace as those in the younger and older age groups, underscoring the importance of ensuring that the workforce-aged citizens are educationally equipped to be productive citizens.

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- The vast differences in population growth in various regions of the state will require more extensive regional planning efforts. California is a nation-state made up of highly diverse member states. One-size-fits-all statewide solutions are not likely to be effective.
- Vocational education programs must be prepared to successfully educate vast numbers of new students, and particularly the growing number of students with limited English capabilities, not only among Hispanics but also among Asians, Pacific Islanders, and other immigrant groups.
- Vocational and technical education programs and classes are particularly well suited to impart basic skills that are critical to the needs of the emerging workforce. These programs and classes, by emphasizing the connection between schooling and the world of work, continually reinforce the importance of attaining basic skills. Associate degree programs in community colleges also combine strong technical skills with humanities.
- The large increase in low-income and minority students will offer a special challenge. Newly adopted or imminent standards will require academic and vocational and technical programs to help close a performance gap that may have recently widened. Currently, expectations regarding student performance levels generated by the new standards are growing at a much faster pace than the system's capacity to respond.
- Vocational and technical education programs will continue to face the challenge of gender bias in occupational access. The problem is compounded by the fact that many women are young, single mothers with inadequate basic skills, who tend to be ill-equipped to deal with prevailing barriers and attitudes toward people in nontraditional work environments.

The Economic Context

Experts hold a wide range of opinions about California's economic prospects, especially on such issues as the length of the current boom and the depth of the next recession. However, it is possible to make some basic observations concerning the state of the California economy as the new millennium begins. First, continued long-term economic growth is likely in California, in spite of periodic economic slowdowns and even recessions. That cheerful prospect is largely due to the size and diversity of California's economy. California alone produces almost 13% of the U. S. Domestic Product – providing more goods and services than the other Western states combined. Manufacturing, tourism, film and entertainment, and agriculture all contribute to the state's economic robustness. California agriculture, for example,

has dominated the nation's farm production for well over 50 years, supplying much of the nation's food supply and exporting products all over the world.¹

The New Economy

California's rebound from the recession of the early 1990s was led by a group of industries that have been characterized as the state's "new economy": high-tech manufacturing, advanced telecommunications, motion pictures and multimedia, tourism, space and navigation, professional services, tools and content for the Internet, biotechnology, and genetic engineering. Many of these emerging industries are part of a global economic network whose operations and connections span state and national borders.² Furthermore, the "new economy," according to its proponents,³ consists not only of new industries, but also key organizational innovations for business success. These include:

- Emphasis on employee knowledge, experience, and attitudes as central to competitive success.
- Development of extensive technology-based connections within and among companies, organizations, and public institutions.
- Supplying parts and components – manufacturing and selling globally against foreign competition.
- Innovation and production of many of the new products, parts, and components by sole proprietors and small companies.
- Competition to develop and produce innovative products and services faster than competitors.

California's new economy will present – and indeed, already presents – workers with several essential changes, including:

- Lifetime employment with one company will no longer be the norm; the average worker will change jobs six times. The focus will shift toward employability and away from the traditional focus on employment.

¹ *California: An Economic Profile*, State of California, California Department of Trade and Commerce, December, 1998, www.commerce.ca.gov/economy.

² *California Integrated Workforce Development Plan*, State of California, December 1998, www.rcgcolab/cahwnet.gov/rclciwp.htm.

³ *Collaborating to Compete in The New Economy*, California Department of Commerce, 1996, www.commerce.ca.gov/california/economy/neweconomy/index.html#contents.

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- Enterprises are moving away from an assembly-line paradigm, and transforming into high-performance workplaces where employees take on a greater variety of tasks requiring high levels of literacy, computational abilities, autonomy, and greater flexibility.
- Increasingly, jobs will demand rapidly changing skill sets that will enable workers to utilize rapidly evolving technologies. This will require lifelong learning for all workers.

Leaders of a sample of some of the emerging industries in the new economy describe their educational needs thusly:

- **Multimedia:** Nurture and develop talent at all education levels, including K-12, postsecondary, and continuing education. Recognize the tremendous value of cross-disciplinary knowledge and skills. Aesthetic understanding and creative imagination need to be integrated with technological expertise.
- **Entertainment:** We need more entertainment academies. We need multiple skills: craft, technical, creative, and collaborative.
- **Information Tech:** We need training on how to use information technology. Kids need basic skills, plus the ability to use technology.
- **Healthcare Tech:** Ensure that education systems provide computer training at all levels, including K-12. Develop specialists in specific areas such as pharmacology and toxicology.
- **Environmental Tech:** The industry needs a pool of workers knowledgeable about cleanup and the handling of hazardous waste.
- **Telecommunications:** Develop specializations in network computing software and material sciences.⁴

The characteristics of the new economy are not limited to these sectors. For example, the highest growth in promising new opportunities in agriculture and related fields occurs in such new emphases as plant and animal genetics, integrated pest management, global position engineering, high-tech food processing, and viticulture and enology.

Many corporate leaders in the high-tech industry have bemoaned the lack of qualified personnel to fill openings in their companies. Especially keen is the need for skilled programmers and technicians in Silicon Valley's numerous enterprises.

⁴ *Ibid.*

This perceived lack of skilled domestic workers has pushed industry leaders to lobby the government to let more skilled foreign workers get work visas. California's education system must respond to the challenges posed by its most innovative employers or risk losing the high-productivity job opportunities that these industries bring to the state.

Economic Regions of the State

California's economy is the fifth largest in the world, and its regions vary considerably in industrial composition, population, and economic status. State planning for vocational education must take into account these important differences. To illustrate the range of economic conditions around the state, we can examine the unemployment rate and construction growth in major metropolitan areas in the spring of 1999. Large portions of the state, including Sacramento, San Diego, Riverside, and San Bernardino counties, enjoyed essentially full employment (less than 5% unemployment), while the highest-employment county in the Central Valley had a 12% unemployment rate. Another indicator of economic condition is construction growth. Here too the regions report highly variable results. Some counties reported a 20% to 25% decline in residential construction, while others are engaged in an unprecedented building boom.

In a state as large and complex as California, geographical differences are critical. To meet the educational and occupational training needs of citizens throughout the state, the state plan for vocational education must take into account regional differences in industry needs, economic structure, and availability of training resources.

Statewide Employment Growth by Industry, 1996-2006

The following are projected employment changes between 1996 and 2006 prepared by California's Employment Development Department (EDD) for major industries (see Table 2), for occupational categories (see Table 3), and for segments of those industries showing the largest absolute changes in employment.

Overall, the EDD projects an increase in employment from 1996 to 2006 of more than 3 million, a 25% rise. Nearly all industries are expected to gain employees, with only a few minor exceptions.

Largest Absolute Changes

- Business services (+641,000) and retail trade (+500,000) will account for more than a third of the increase in jobs.

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- Health services (+278,000) and local education (+218,000) will make up an additional 16% of the increase in employment.
- Other industries with large gains in jobs will be in manufacturing of durable goods (particularly computers, office equipment, and instruments), engineering and management services, construction, state and local non-education government, and wholesale trade.
- The largest decliners will be depository institutions (-27,700), manufacturers of transportation equipment excluding motor vehicles (-13,700), federal DOD agencies (-8,700), manufacturers of search and navigation equipment (-8,700), and manufacturers of electronic components (-5,600).

Largest Percentage Changes

- Among large industry categories, the leaders in percentage gains of employment will be manufacturers of computer and office equipment (+69%), business services (+66%), social services (+46%), and trucking and warehousing (+44%).
- Also in large industries, the following show gains of between 30 and 40 percent: air transportation, eating and dining places, engineering and management services, amusement and recreation services, and motion pictures.
- Industries demonstrating the largest declines are manufacturers of glass and glassware (-38.3%), of structural clay products (-39.1%), of hydraulic cement (-37.5%), and of metal cans and shipping containers (-37.5%). It should be noted that these are all relatively small industries.

California has a long tradition of economic growth based on innovation, creativity, and opportunity. As California's new economy continues to grow and take shape, our understanding of its unique characteristics and human resource requirements will also become clearer. Important questions remain if we are to re-envision the state's vocational education programs so that they meet the needs of – and *lead* – California's changing economy.

What skills do workers in the new economy need, and what are the best ways of giving students those skills? Is the new economy limited to certain sectors, or do its requirements penetrate all aspects of the California economy? How should we integrate industrial technological advances into California's educational systems, especially in vocational and technical education programs? How can we increase the participation of historically underrepresented groups in the new economy and the rewarding careers it provides? Finding ways to meet the needs of the economy for a

skilled workforce, and ways to meet the needs of all Californians for skills, good jobs that use those skills, and long-term social security is of critical importance.

Implications for Vocational and Technical Education

What do the projections tell us about the needs of vocational and technical education? First, the sheer volume of educational opportunities must increase dramatically to meet the demand created by California's burgeoning population. Merely keeping pace with rapid enrollment growth in both secondary and postsecondary education will require herculean efforts in both program expansion and the provision of adequate facilities and equipment.

Second, changes in work organizations and technology will make front-line workers responsible for operational improvement, problem solving, and quality control. Workers will have to "work smarter" and apply advanced computation and communication skills. This new set of skills blends what have traditionally been separate academic and vocational competencies.

Third, in California, *all* students—not just a select group bound for baccalaureate degrees—should gain advanced literacy and mathematics skills, as well as sophisticated technical competencies and an ability to understand the interdependency among all aspects of an industry. Attaining this goal will require fundamental improvements in secondary and postsecondary vocational education programs. Program improvements will build on existing endeavors and strengthen connections among the complementary facets of career preparation. California vocational and technical education, as described in more detail later, will:

- Integrate theory and application.
- Combine technical, computational, reasoning, and communication skills.
- Incorporate school- and work-based learning experiences.
- Better connect secondary and postsecondary educational opportunities.
- Strengthen connections among education, business, labor, and government.

Fourth, for the entire California education system, improvement of vocational education is not an independent reform. Rather, it is interrelated with other statewide reforms, including clearer high-level learning goals for elementary and middle school students, higher secondary graduation and subject matter standards, additions to UC and CSU entry requirements, efforts to improve gender equity, services to disadvantaged students, service learning, and other secondary and

postsecondary initiatives. By declaring that all students are both vocational and academic, and that effective learning is not the sole domain of either academic or vocational programs, California has established an important principle for the improvement of vocational education programs. Nothing short of this dual preparation will allow students to climb a ladder of wages and responsibility.

Fifth, beyond preparation for immediate employment, vocational and technical education also must anticipate that change will continue at a rapid pace. Today's students will need the capacity--based on a solid grasp of academic fundamentals in language, math, and science--to embrace future changes no one can foresee. A strong academic foundation is necessary not only for work and further education, but also for dealing with issues students will face in daily life as parents and citizens.

Sixth, California's extraordinary cultural diversity imposes additional responsibilities on vocational and technical education. Almost every working person interacts with people at work—coworkers, supervisors, subordinates, clients or customers—who differ in race, primary language, or country of origin. People are likely to be more effective in this kind of setting if they are acquainted with one another's history, language, and culture. Vocational and technical education programs must continue to include some of the subjects known as humanities. Again, these are valuable not only for work, but also for enhancing participation in a civilized society.

Seventh, responding to these challenges and opportunities requires a kind of vocational education that is technically sound and up-to-date, as well as academically rigorous and culturally aware. Vocational education must be an integral part of the educational system from elementary school through graduate school, continually relating theoretical ideas and concepts to the practical world of work, utilizing job shadowing, internships, mentoring, and early career exposure. It should offer something useful and interesting to any student, regardless of gender, learning style, language proficiency, socioeconomic background, or disability. Above all, in a world of accelerating change, vocational education should aim to keep students' options open.

More specifically, vocational and technical instruction must be delivered in a way that enhances preparation for further education, because the great majority of young people aspire to some form of postsecondary education. The growth in postsecondary enrollment is in part a response to the dramatically increased economic payoff for education beyond high school--students with community college Associate in Arts degrees or bachelor's degrees from four-year colleges have substantially higher potential incomes. Keeping students' options open therefore means respecting students' and parents' aspirations by ensuring that students have the opportunity to fulfill the academic prerequisites necessary for admission to, and

success in, postsecondary institutions, as well as proper preparation for further vocational and technical education.

High schools and community colleges should offer various course sequences that give individuals not only the academic knowledge and skills they need to prepare for further education, but also the technical knowledge and skills they need for entry into careers that do not require a bachelor's degree. Some students will begin working full-time after high school or community college, but many of those students will return to school later and will then need the necessary academic knowledge and skill to continue working toward a bachelor's degree, if they choose to do so. Some students who complete these course sequences will go directly to a four-year college or university. Of these, some will not finish; they should nevertheless be able to use their technical knowledge and skill to proceed with their careers.

Although California already contains good examples of course sequences that effectively prepare students both for immediate employment and for further education, there are not nearly enough to serve all the students who could benefit. This plan for vocational and technical education in California describes strategies and incentives that will promote further development of high-quality course sequences designed to expand options for students by providing both academic and technical knowledge and skill. Vocational and technical education will be viewed as part of the larger educational system, contributing to California's effort to improve academic achievement statewide.

Perkins funds will be used primarily to accelerate the improvement, expansion, and replication of programs that have produced positive results for all categories of students—particularly in improving the performance indicators stipulated by the Perkins Act. This will require the close collaboration of the California Department of Education (CDE) and the California Community Colleges Chancellor's Office (CCCCO) as co-leaders of the efforts described in this plan.

The challenges are enormous. Many current practices will have to change, in classrooms and labs, schools and colleges, local districts and state agencies. The difficulty of change and the limitations of available resources must be acknowledged. But the creativity and dynamism that are so evident in California's economy and culture are also present in vocational and technical education. The aim of this plan is to focus, organize, and reward that creative energy.

Table 1
California Population
Historical and Projected by Age Group, Ethnicity, and Year

<u>Age Group</u>	<u>Year</u>	<u>White</u>	<u>Hispanic</u>	<u>Asian/Pac. Islander</u>	<u>African-American</u>	<u>American Indian</u>	<u>Total</u>
*0-9	1990	2,264,510	1,692,011	454,267	378,047	28,987	4,817,822
	2000	2,028,673	2,652,434	657,538	398,322	27,067	5,764,034
	2010	1,810,849	3,051,122	797,368	372,365	29,339	6,061,043
	2020	1,884,444	4,135,841	941,415	431,930	31,232	7,424,862
*10-19	1990	1,872,035	1,431,042	422,867	325,268	29,473	4,080,685
	2000	2,158,653	1,804,027	589,150	377,756	29,590	4,959,176
	2010	2,106,940	2,816,210	802,772	404,597	30,097	6,160,616
	2020	1,872,121	3,277,403	913,223	395,555	32,408	6,490,710
*20-29	1990	2,721,639	1,770,796	485,927	408,965	32,530	5,419,857
	2000	1,998,894	1,605,375	585,744	350,202	29,734	4,569,949
	2010	2,355,270	2,004,257	754,644	407,715	32,453	5,554,339
	2020	2,280,244	2,941,843	935,709	442,690	33,019	6,633,505
*30-39	1990	3,097,988	1,285,909	525,241	379,119	33,424	5,321,681
	2000	2,677,607	1,859,478	647,090	380,407	32,829	5,597,411
	2010	2,085,067	1,735,857	762,253	321,258	31,636	4,936,071
	2020	2,402,633	2,075,092	891,060	385,931	34,355	5,789,071
*40-49	1990	2,422,891	701,240	356,046	239,376	26,262	3,745,815
	2000	2,922,132	1,312,243	623,944	350,646	32,878	5,241,843
	2010	2,602,229	1,879,387	749,238	353,575	34,500	5,618,929
	2020	2,004,965	1,740,769	836,738	302,570	33,376	4,918,418
*50-59	1990	1,612,029	409,482	217,404	158,947	15,580	2,413,442
	2000	2,240,424	698,900	404,137	220,073	25,537	3,589,071
	2010	2,789,119	1,292,788	662,142	328,106	33,365	5,105,520
	2020	2,473,777	1,820,996	767,215	337,307	35,064	5,434,359
*60 +	1990	3,240,737	474,309	284,029	215,485	17,533	4,232,093
	2000	3,385,128	756,295	491,824	259,529	28,335	4,921,111
	2010	4,152,517	1,084,429	784,333	342,884	45,935	6,410,098
	2020	5,005,141	1,986,548	1,188,793	510,415	66,805	8,757,702
Totals	1990	17,231,829	7,764,789	2,745,781	2,105,207	183,789	30,031,395
	2000	17,411,511	10,688,752	3,999,427	2,336,935	205,970	34,642,595
	2010	17,901,991	13,864,050	5,312,750	2,530,500	237,325	39,846,616
	2020	17,923,325	17,978,492	6,474,153	2,806,398	266,259	45,448,627

Source: California Department of Finance, "County Population Projections with Age, Sex, and Race Detail, " December, 1998.

Table 2
Employment Projections By Industry

	Annual 1996	Averages 2006	Change	Percent Change
Mining	29,200	26,900	(2,300)	-8%
Construction	505,900	635,400	129,500	26%
Manufacturing	1,851,800	2,122,100	270,300	15%
Durable Goods	1,139,300	1,297,500	158,200	14%
Computer and Office Equipment*	89,700	151,400	61,700	69%
Instruments*	288,100	352,000	63,900	22%
Non-Durable Goods	712,500	824,600	112,100	16%
Food Products*	176,900	194,300	17,400	10%
Apparel & Other Textile*	156,600	192,300	35,700	23%
Printing & Publishing*	148,500	168,400	19,900	13%
Rubber & Miscellaneous Plastic Products*	74,000	88,900	14,900	20%
Transportation	413,900	545,600	131,700	32%
Trucking & Warehousing*	149,300	215,700	66,400	44%
Air Transportation*	131,400	172,800	41,400	32%
Communications & Public Utilities	228,000	262,100	34,100	15%
Trade	2,974,000	3,595,200	621,200	21%
Wholesale Trade	744,000	864,800	120,800	16%
Retail Trade	2,230,000	2,730,400	500,400	22%
Food Stores*	310,000	393,800	83,800	27%
Automotive Dealers & Services*	220,900	263,700	42,800	19%
Eating & Drinking Places*	840,900	1,100,700	259,800	31%
Real Estate, Finance, & Insurance	736,700	802,000	65,300	9%
Real Estate*	183,900	226,000	42,100	23%
Depository Institutions*	212,800	185,100	(27,700)	-13%
Services	3,890,700	5,391,200	1,500,500	39%
Business Services*	975,100	1,616,500	641,400	66%
Health Services*	865,800	1,143,600	277,800	32%
Engineering & Management*	406,800	564,100	157,300	39%
Social Services*	235,600	343,100	107,500	46%
Amusement & Recreation Services*	188,200	257,000	68,800	37%

Table 2 (Continued)
Employment Projections By Industry

	<u>Annual</u> <u>1996</u>	<u>Averages</u> <u>2006</u>	<u>Change</u>	<u>Percent</u> <u>Change</u>
Services (Continued)				
Private Educational Services*	188,000	241,700	53,700	29%
Auto & Miscellaneous Repair*	193,900	246,800	52,900	27%
Motion Pictures*	169,900	220,100	50,200	30%
Government	2,113,300	2,492,400	379,100	18%
State Education*	173,100	213,400	40,300	23%
Local Education*	783,800	1,002,100	218,300	28%
State & Local Non-Education*	860,600	992,300	131,700	15%
Totals	12,743,500	15,872,900	3,129,400	25%

*Selected industries with large changes. Totals within the subcategories do not add to the higher category total.

Source: California Employment Development Department, based upon employment projections by industry, 1996-2006. See [www.calmis.cahwnet.gov/file/indproj/cal\\$tb2.htm](http://www.calmis.cahwnet.gov/file/indproj/cal$tb2.htm).

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Table 3
Occupational Employment Projections - 1996-2006
By Major Categories of Employment

	Annual Average Employment 1996		2006		Job Growth	Percent Growth	Openings Due to Separations	Total Openings 1996-2006	Percent Of Total Openings
	Number	Percent Of Total	Number	Percent Of Total					
Managers and Administrative Occ.	964,240	7.6	1,230,210	7.8	265,970	27.6	230,810	496,780	7.7
Management Support Occupations	427,210	3.4	510,880	3.2	83,670	19.6	98,340	182,010	2.8
Engineers, Architects, Surveyors	391,020	3.1	520,520	3.3	129,500	33.1	97,030	226,530	3.5
Natural Scientists and Related	57,740	0.5	74,110	0.5	16,370	28.4	12,570	28,940	0.4
Computer, Math., Operations Res.	150,110	1.2	248,960	1.6	98,850	65.9	35,840	134,690	2.1
Social Sci., Recreation, Religious	148,580	1.2	195,240	1.2	46,660	31.4	41,730	88,390	1.4
Law and Related	93,860	0.7	111,250	0.7	17,390	18.5	13,330	30,720	0.5
Teachers, Educators, Librarians	800,940	6.3	1,065,000	6.7	264,060	33.0	183,240	447,300	6.9
Health Practitioners, Technicians	532,800	4.2	692,100	4.4	159,300	29.9	100,940	260,240	4.0
Writers, Artists, Entertainers, Athletes	163,050	1.3	213,290	1.3	50,240	30.8	40,740	90,980	1.4
Miscellaneous Professionals & Techs	135,920	1.1	191,180	1.2	55,260	40.7	40,410	95,670	1.5
Subtotal	2,901,230	22.8	3,822,530	24.1	921,300	31.8	664,170	1,585,470	24.6
Sales Managers – First Line	159,550	1.3	197,030	1.2	37,480	23.5	28,600	66,080	1.0
Sales Agents – Service	129,320	1.0	161,870	1.0	32,550	25.2	28,510	61,060	0.9
Sales Reps, Non-Scientific, Exc, Retail	134,600	1.1	163,670	1.0	29,070	21.6	35,290	64,360	1.0
Sales Reps, Scientific	50,950	0.4	63,450	0.4	12,500	24.5	13,540	26,040	0.4
Salespersons, Retail	421,550	3.3	502,220	3.2	80,670	19.1	146,600	227,270	3.5
Stock Clerks – Sales Floor	92,330	0.7	98,140	0.6	5,810	6.3	14,070	19,880	0.3
Cashiers	302,190	2.4	390,210	2.5	88,020	29.1	150,910	238,930	3.7
Other Sales	180,130	1.4	239,130	1.5	59,000	32.8	62,550	121,550	1.9
Subtotal	1,470,620	11.5	1,815,720	11.4	345,100	23.5	480,070	825,170	12.8
Clerical, Administrative Support	2,548,180	20.0	2,965,130	18.7	416,950	16.4	528,740	945,690	14.7
Service, First Line Supervisors	93,820	0.7	113,930	0.7	20,110	21.4	26,640	46,750	0.7
Protective Service Occupations	272,770	2.1	378,740	2.4	105,970	38.8	89,140	195,110	3.0
Food, Beverage Preparation	856,750	6.7	1,067,640	6.7	210,890	24.6	412,070	622,960	9.7
Health Services	205,690	1.6	296,460	1.9	90,770	44.1	43,480	134,250	2.1
Cleaning, Building Services	286,430	2.2	316,010	2.0	29,580	10.3	58,980	88,560	1.4
Miscellaneous Personal Services	131,010	1.0	182,800	1.2	51,790	39.5	31,020	82,810	1.3
Miscellaneous Service Workers	67,510	0.5	103,950	0.7	36,440	54.0	22,150	58,590	0.9
Subtotal	1,913,980	15.0	2,459,530	15.5	545,550	28.5	683,480	1,229,030	19.0
Agriculture, Forestry, Fishing*	149,350	1.2	185,070	1.2	35,720	23.9	45,360	81,080	1.3
Production/Constr. – First Line Super.	147,300	1.2	171,770	1.1	24,470	16.6	35,050	59,520	0.9
Inspectors	68,270	0.5	78,570	0.5	10,300	15.1	13,170	23,470	0.4
Mechanics, Installers, Repairers	449,190	3.5	550,850	3.5	101,660	22.6	115,080	216,740	3.4
Construction Trades	302,080	2.4	377,740	2.4	75,660	25.0	75,690	151,350	2.3
Precision Production Occupations	164,100	1.3	186,710	1.2	22,610	13.8	33,950	56,560	0.9
Machine Setters and Operators	430,060	3.4	506,830	3.2	76,770	17.9	94,520	171,290	2.7
Subtotal	1,561,000	12.2	1,872,470	11.8	311,470	20.0	367,460	678,930	10.5
Hand Assemblers and Fabricators	329,180	2.6	380,090	2.4	50,910	15.5	72,700	123,610	1.9
Plant and System Occupations	28,120	0.2	32,860	0.2	4,740	16.9	6,720	11,460	0.2
Transport, Material Moving, Mach. Op.	463,640	3.6	582,430	3.7	118,790	25.6	92,130	210,920	3.3
Helpers, Laborers	413,490	3.2	526,320	3.3	112,830	27.3	150,900	263,730	4.1
Totals	12,743,030	100.0	15,872,360	100.0	3,129,330	24.6	3,322,540	6,451,870	100.0

Source: California Employment Development Department. See www.calmis.cahwnet.gov
*EDD statistics reflect on-farm employment only and do not include farm-related industries.

Chapter Two

Establishing Priorities

California's Field Review Committee, a distinguished, broad-based group appointed by the Chancellor and the Superintendent, was charged with providing advice on the development of the state plan.¹ The committee was asked to pay particular attention to the new emphases in the Act on accountability, and to assist the state in determining the issues to which the state could most appropriately turn its attention.

A portion of the Field Review Committee meetings that took place October 19-20 and November 16-17, 1999, was devoted to making recommendations and setting priorities for the state's role in the implementation of the Vocational and Technical Education Act.

At their October meeting, committee members broke into six subgroups to discuss the appropriate role of the state in administering the Act. The recommendations that emerged from the subgroups fell into the following categories:²

- Accountability
- Professional Development
- Curriculum Development
- Linkages and Partnerships
- Counseling and Other Support Services
- Student Organizations
- Dissemination and Public Relations
- Funding

After the meetings, PACE³ summarized the recommendations in outline form and asked the Field Review Committee to review the items and make any necessary revisions.

In November, the Field Review Committee discussed the recommendations for the state's role at the two-day meeting and again revised the document.⁴ In addition, the committee members prioritized the recommendations. Finally, PACE aggregated and analyzed the data and condensed the findings into a final set of recommendations for the state plan.⁵

¹ A list of the members of the Field Review Committee is included as Appendix 1.

² The use of technology was perceived as integrated within all of the categories.

³ PACE stands for Policy Analysis for California Education, an independent policy research center which is a cooperative venture between the schools of education at the University of California at Berkeley and Stanford University.

⁴ A full listing of the committee's recommendations is included as Appendix 2.

⁵ Appendix 3 contains a crosswalk aligning priorities with sections of the plan in which the priorities are addressed.

Not only was there general support for most of the recommendations, there was support for virtually every recommendation from each of the subgroups in attendance. However, the strength of that support varied. For example, Accountability was especially important to business representatives, while support for Professional Development was highest among K-12 and community college practitioners.

The priorities were then shared with the two agencies. Many of the agency activities reflect the work of the Field Review Committee. The list of priorities was subsequently reviewed by the Joint Advisory Committee⁶ at its December meeting.

A number of underlying assumptions guided members of the Field Review Committee in drafting priorities. The Committee noted that while the Perkins Act represents an important part of an overall approach to vocational and technical education in California, it represents only a tiny fraction of the amount California currently expends on this effort. The Committee also felt strongly that to really improve vocational education—particularly in high schools—broader general fund support is desperately needed. Additional support is essential if California is to rebuild its high school vocational and technical education programs and improve and sustain its community college occupational and technical programs.

The support must be pervasive, and it must include the recognition that vocational and technical education is an important factor both in students' academic success and in the economic well being of California's citizens. Nowhere is this clearer than in the need for safe, up-to-date equipment for both secondary and postsecondary educational institutions. In sum, while the work of this Committee is important and using Perkins Act funds to provide program improvement is welcomed, California must make a stronger effort if vocational and technical programs are to be viable.

The Committee further noted that over time, as high schools have reduced electives and as more and more academic requirements are added to the curriculum, vocational courses have become a smaller and smaller portion of the total high school curriculum. That condition must be reversed if we are to adequately prepare students for the technical skills they will need to get good jobs and to prepare them for further technical training. To reverse that trend will require a major effort, enlisting the support of the Governor, the legislature, educational administrators, faculty, parents, business and industry, labor, and the general public.

Another guiding principle for the Committee was that the integration of academic and vocational education must be the centerpiece for educating students well in both academic knowledge and skills and in attaining technical knowledge and skills. However, integration necessitates broader acceptance by the entire high school and community college community. Additional effort is required to broaden the "community of interest" supporting this approach if it is to be truly effective.

⁶ Established by the *California Education Code* and comprised of equal members of the State Board of Education and the Board of Governors of the California Community Colleges, the Committee makes recommendations to the two boards on vocational education policy.

Finally, the Committee strongly adheres to the belief that vocational and technical education is for *all* students—that all students must have technical competencies as well as advanced literacy and mathematics skills.

Priorities for State Leadership and Administration

Accountability

Recommendation 1. Spell out carefully every dimension of the new accountability mechanism. Specify standards, performance criteria, definitions of eligible students and courses, and sensible consequences (rewards and interventions). Utilize existing data collection systems as much as possible. Integrate vocational and technical education data needs within existing effective data collection efforts.

Recommendation 2. Maximize the use of accountability information to improve local programs and enhance student performance. Teachers and college faculty must be able to receive the accountability information in formats useful to them, and must be given time to review the information and use it to improve programs.

Curriculum Development

Recommendation 3. Emphasize the development and continuous improvement of integrated curriculum based on up-to-date Industry Standards (developed in partnership with industry), statewide tests, SCANs, and other generic skills, including education for a global economy.

Professional Development

Recommendation 4. Create a sustainable, systematic, sequential, and comprehensive professional development program for vocational and technical educators that includes provisions for academic faculty, administrators, counselors, and board members in its design and development.

Industry-Based Partnerships

Recommendation 5. Create statewide industry-based advisory committees serving as advisors to the Chancellor's Office of the Community Colleges and the California Department of Education for all secondary and postsecondary vocational and technical education programs. Such committees should advise and assist in the development of student competencies, model curricula, and professional development priorities. Continually emphasize collaborative efforts, especially as they relate to linking with other statewide workforce development initiatives.

Student Support Services

Recommendation 6. Help counselors, librarians, and other student and instructional support personnel obtain accurate, up-to-date information about job markets, skills, and requirements.

Student Organizations

Recommendation 7. Continue support for vocational student organizations. Better integrate student-sponsored activities across student organizations.

Funding

Recommendation 8. As a condition of funding, ensure that Perkins dollars are used to improve student performance.

Recommendation 9. Guarantee that recipients of scarce vocational and technical education funds have made a sufficient local effort to provide high-quality vocational and technical education programs. Promote the exploration of matching requirements or other mechanisms to accomplish this goal. Similarly, create or promote incentives for business and industry to form partnerships with schools that offer incentives for matching business and industry contributions.

Recommendation 10. Restructure multiple funding streams in order to eliminate redundant and sometimes conflicting requirements, and to maximize resources from various funding sources.

The next two chapters of the state plan are devoted to a description of the priorities and activities to be undertaken by the two lead vocational-technical education state agencies in California, the Department of Education and the Chancellor's Office of the Community Colleges. It is important to remember that both agencies have multiple responsibilities, multiple clients, and diverse goals and objectives. Vocational education, though an important function, is only one of their many responsibilities. In the discussions that follow, integrating vocational education with other agency initiatives and responsibilities is a high priority.

Chapter Three

Vocational and Technical Education and the California Department of Education

California's massive K-12 school system delivers education to nearly 6 million students (about 10% of the nation's total school population), in approximately 1,000 school districts. Elementary and secondary schools have multiple responsibilities, but preparation for further education and careers lies at the center of their work. Preparing students for higher education and for the workforce of tomorrow both require the attainment of high-level academic skills. In addition, career preparation requires strong vocational and technical education programs and powerful links with the world of work. These demands necessitate a comprehensive, long-term, strategic view that treats students not as college-prep or vocational, but as individuals who must develop high-level proficiencies in both areas to succeed. Vocational and technical education must be seen in the total context of a school's overall mission and goals.

An Overarching Priority: Standards-Based Accountability

The priority at the heart of the California education agenda focuses the Department's efforts on results—"what students know and are able to do." This emphasis on outcomes rather than process marks an important difference in the approach to schooling. The assessment of outcomes is based on the development of standards for each of the core subject matter areas; such standards must be accompanied by a strong assessment and accountability system. California's move toward a standards-based system has significant implications for vocational and technical education. Components include:

- Continuing the development of content standards. Standards have been developed in mathematics, language arts, science, and social science. The next step will be to cover additional subjects.
- Developing performance measures based on content standards. The translation of content standards into performance standards—the criteria used to judge whether the standards have been met—is now underway.
- Continually improving the alignment of standards, curriculum frameworks, textbooks, tests, and professional development. Unless all these components fit together well, accountability will not attain its potential.
- Holding districts and schools accountable for meeting the standards. The legislatively mandated accountability provisions feature an Academic Performance Index (API) that uses a single composite number to estimate school performance for grades 2-11. Currently in its initial stage of implementation, the API consists of only one component: student performance on the norm referenced Stanford Achievement Test, Form 9

(SAT-9), a standardized test with some items from the standards. The State Testing and Reporting (STAR) program also includes a standards-based, criterion-referenced augmentation which will be factored into the API in the future.

- Reforming the data collection system. California will be required to completely reform its data collection system if accountability is to function. That reform effort is underway and the new California Student Information System (CSIS) is in the early developmental stages.
- Implementing the recently passed high school exit examination, which will be required for graduation for all California high school students by 2004. This test is also in the first stages of development.

Standards and High School Development Division

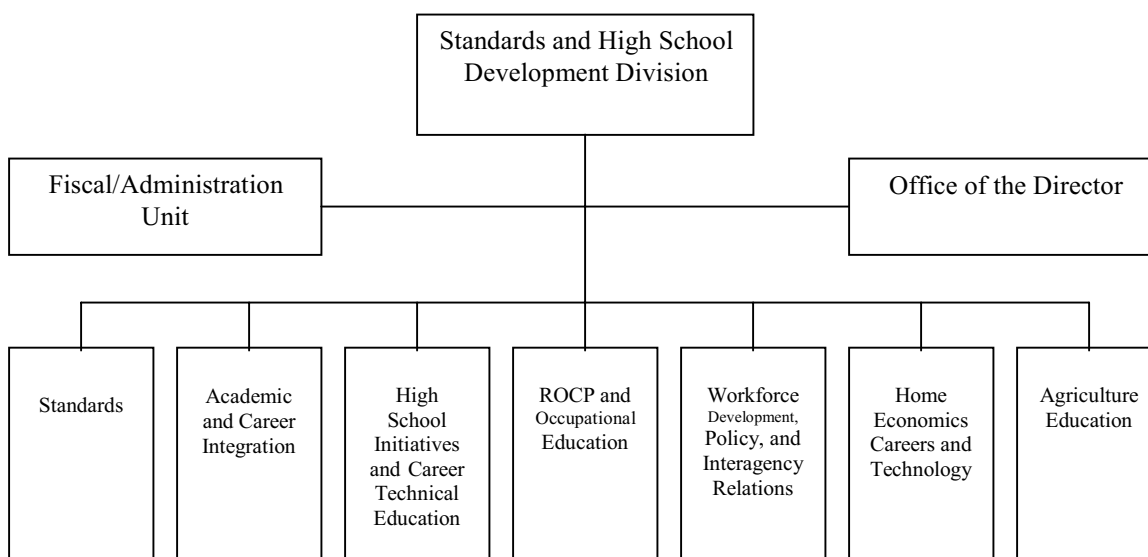
Within the Department of Education, the major responsibility for vocational and technical education sits, appropriately, in the division responsible for high schools generally. The new Director is the Director of the Standards and High School Development Division and also the California Director of Vocational and Technical Education. This recently reorganized structure is designed to better integrate vocational and technical education with other high school initiatives, which include high school standards, high school reform efforts, and high school exit examinations. A recurring theme in the CDE portion of the state plan is the necessity of insuring that vocational and technical education priorities and initiatives are an integral part of any plan for high school reform.¹

The division, through its seven offices, provides administration and leadership for New American High Schools, Vocational and Technical Education (Perkins), Tech-Prep, School-to-Career, Workforce Investment, CalWorks, Partnership Academies, Student Leadership (AB8), Apprenticeship, Work Experience Education, Agriculture Incentive Grants, Home Economics Careers and Technology Incentive Grants, Regional Occupational Centers and Programs, other high school reforms, and Academic Standards Development.

Following is an organizational chart of the Standards and High School Development Division:

¹ The Division is a part of the Curriculum and Instruction Branch of the Department. Responsibility for the State Plan ultimately lies with the State Board of Education, the "sole state agency" for California. The State Board and the Board of Governors of the California Community Colleges operate under a memorandum of understanding, which places responsibility for community college vocational and technical programs with them (see Appendix 4). The Joint Advisory Committee on Vocational Education, comprised of members of both boards, provides important advice to the boards on issues of mutual concern relating to vocational and technical education.

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Division Structure

All the offices within the Division have significant vocational and technical education functions or connections. Following is a very brief description of some of the many roles and responsibilities of each of the seven offices within the Division.

Standards

This office is responsible for the development and dissemination of academic core standards, including environmental sciences and fine and performing arts. This division is responsible for establishing close connections between academic and vocational standards.

Academic and Career Integration

This office is directly responsible for the integration of academic and career education, for the ongoing development of vocational and technical education, and for career education standards. It is also responsible for the design of career patterns that begin in elementary schools, for developing career education standards consonant with high employment industry standards, and for developing, managing, and evaluating the school-to-career initiative.

Programmatically, this office is responsible for Industrial and Technical Education and Health Careers Education, two of the fastest-growing program areas. The student leadership organization for health HOSA (Health Occupation Students of America), and the student leadership organization SkillsUSA (formerly VICA) are assigned to this office.

This office also has the responsibility for the VTEA state plan development and implementation, including work on the designation of the Section 118 information entity².

High School Initiatives and Career and Technical Education

This office is charged with all of the high school initiatives administered by the Department, including Second-to-None, and the New American High School, as well as specific high school vocational and technical education initiatives, such as partnership academies. A major function of this office is to ensure that vocational and technical education is adequately integrated in those “whole-school” reform efforts.

Responsibility for the new high school exit examination is also situated here. The office is charged with ensuring that the new examination addresses vocational and technical education standards.

The office also must ensure the adequacy of local Perkins Act plans and the connection of local plan priorities with priorities established in the state plan.

Programmatically, this office houses business and marketing education. The business vocational student organizations FBLA (Future Business Leaders of America) and DECA are also included in this unit.

Finally, this office has been charged with the administration of state initiatives related to improving the performance of high schools at or near the bottom of the Academic Performance Index. Such improvement will require integration of vocational and technical education.

In sum, this office represents the Department’s continuing efforts to fully integrate vocational and technical education in comprehensive high school reform efforts and to connect state priorities with local VTEA plans.

Regional Occupational Centers and Programs and Occupational Education

California's 72 Regional Occupational Centers and Programs (ROCPs) are a major resource in the K-12 educational system, contributing to the development of a highly skilled, diverse workforce. ROCPs provide quality, skill-specific capstone courses, often in a sequence of technical courses constituting a program, delivered by industry-experienced teachers. ROCPs contribute to academic achievement and economic self-sufficiency to over 455,000 high school students and adults through career guidance, employment training, job development, and other education support services. Broad curriculum in career-technical subjects enable students to attain or upgrade skill levels required in new and changing occupations.

ROCPs respond to economic challenges created by employment trends with courses and programs that meet current and future labor market demands. They provide business and industry with uniquely trained, immediately productive, skilled employees. Annually, over 50,000 employers serve as ROCP partners, many of

² See Appendix 5.

whom provide students with viable internships. In addition, ROCP-sponsored apprenticeships actively support local building trades by teaching technical/academic skills, involving labor representatives on curriculum advisory committees, and validating industry standards. Through a creative partnership with the California Motor Car Dealers Association, the National Auto Dealers Association, and automotive dealers nationwide, Automotive Youth Educational Systems (AYES) was formed as an industry-education partnership to train students in the automotive repair industry.

The California Department of Education's Office of Regional Occupational Centers and Programs provides legislative leadership, curriculum development support, and guidance with Department of Finance policies and regulations. Within the areas of policy and planning, interagency relationships, course approval, accountability, and evaluation, this office provides technical assistance to the entire ROCP community of administrators, instructors, and students.

Workforce Development, Policy, and Interagency Relations

This office carries the major responsibility for linkages with the Workforce Investment Act and for the Regional Workforce Preparation and Education Development Act (RWPEDA), both of which are important planning efforts that must be coordinated with Perkins. It also provides division leadership for the district collaborative projects initiative.

Monitoring and developing legislation and policy initiatives and planning and staff development for the division are also part of the duties of this office.

Other important Perkins Act functions for which this office is responsible include planning and facilitating programs for special populations and for individuals preparing for nontraditional employment and training.

Home Economics Careers and Technology

This office is responsible for all programs related to Consumer and Family studies and Home Economics related occupations in eight industry-based career paths, and has been involved in gaining prerequisite credit from the University of California for several courses in this field. It is responsible for implementing state legislation addressing parenting education for in-school youth in grades 6-12, adoption of standards and assessment of Home Economics Careers and Technology programs, and for oversight of other state initiated Home Economics Careers and Technology programs.

The liaison assignment with the Standards and Assessment Division, Assessment Office, for Assessment in Career Education (ACE) development and implementation—the agency's vocational and technical education assessment mechanism—is the responsibility of this office, as is the vocational student organization FHA-HERO.

Agriculture Education

This office has taken the lead in the development of interdisciplinary curriculum that meets the prerequisites for entry into the University of California. Through a legislatively initiated grant program, it is also responsible for adoption of agriculture education standards and assessments at local education agencies. Currently, the office is in the process of implementing legislation that was signed this year to add Agriculture Literacy to the elementary and middle schools across the state which will inform students of the importance of agriculture.

The Future Farmers of America (FFA), California Chapter, which boasts more than 40,000 members (making it the largest student vocational and technical education leadership program), is also the responsibility of this office.

We turn next to laying out the Division's operating priorities and programmatic priorities before describing the specific statewide leadership activities the Division will undertake.

Division Operating Priorities

The Standards and High School Development Division was reorganized recently to align with programmatic priorities. The current structure will better allow the Director and his staff to address five key operating priorities:

- Support for Schools—Regional Services
- Intradivision Coordination
- Links within the Department
- Links with Community Colleges
- Links with Business and Industry and Other Agencies

Support for Schools—Regional Services

In his initial assessment of the workings of the new Division, the Director determined that lines of communication between schools and the Department should be improved. School districts and schools are often not aware of state vocational and technical education initiatives and, conversely, Department staff is not always up-to-date on operations of schools and districts.

County Offices of Education serve as the state's intermediate units, providing useful regionalized services and maintaining linkages between the state and local school districts. Because of California's size, its 58 county offices are divided into 11 geographic regions. These regions have a history of collaboration and communication, and enable school districts to work across district and county lines. The Department of Education, recognizing the importance of California's regions in providing state leadership and administration of vocational and technical education funds, will assign staff members to each of the regions to more closely link state and local districts, while at the same time encouraging districts to look beyond their local district and county boundaries. The Department will proceed cautiously on this initiative, gradually building regional capacity.

In addition, vocational and technical education initiatives will play an important part in the delivery of client-focused services to targeted districts through the District Collaborative Partnership (DCP). The DCP is a department-wide student performance improvement effort that currently targets ten districts in the state with the largest number of low performing schools. Teams of department staff are assigned to each district to work on developing high performing districts that support school level improvement.

Intradivision Coordination

To reduce duplication of effort and to better coordinate services, the Division has established an internal Perkins Act Planning Team that spans the seven offices within the Standards and High School Development Division, as well as representatives from the Student Support Branch, Adult Education Division, and Special Populations Division. The initial purpose of this ad hoc committee was to advise and assist in the development of the State Plan. Its functions will be expanded and formalized in order for it to provide better coordination within the agency, work closely with community college counterparts, monitor and review progress made in the implementation of the state plan, and advise the Director on important issues impacting vocational and technical education.

The team will also work to ensure that vocational and technical education programs, including School-to-Career, Tech-Prep, and Partnership Academies, work experience education, and apprenticeship are woven into the “whole high school” reform effort.

Links Within the Department

Several current statewide department initiatives underscore the importance of integrating all the relevant activities of the department to address issues and policies concerning vocational and technical education.

A top priority will be to incorporate vocational and technical education outcome measures into the statewide testing system. Without assessment items that reflect successful outcomes for vocational and technical education courses, that part of the high school curriculum will be neglected. Efforts to develop appropriate measures are currently underway.

All vocational and technical education data needs should also be incorporated into the new, statewide California Student Information System (CSIS). In the course of the development of this system, close communication between this division and the division responsible for the development of the CSIS has resulted in an agreement that the data needs of the vocational and technical education unit will be met. For example, all the necessary performance indicator provisions related to Perkins Act accountability requirements will be included as part of the data routinely collected.

The Department’s strategies for improving high-school program quality include a project, “Focus on Learning,” operated by the Department in conjunction with the Western Association of Schools and Colleges. This project permits high schools due for accreditation to fulfill the requirements for Program Quality Review (PQR) and accreditation simultaneously, using a single set of mutually agreed-upon criteria.

The school summarizes the degree to which all students are accomplishing the expected school-wide learning results and meeting the state or local content standards; the effectiveness of its operation; and the progress of the current school-wide action plan. The Department is taking steps to ensure that vocational and technical education programs will be better integrated into these processes.

Links with Community Colleges

Although much progress has been made over the years in coordinating the administration and leadership activities of the two agencies, improvement is still possible. The Department is committed to expanding the number of opportunities for collaboration and coordination, formalizing some of the productive activities between the two agencies in developing the Perkins Act State Plan.

The most significant initiative is to work with the community colleges to explore the possibility of administering Tech-Prep funds jointly, rather than separately by the Chancellor's office and the Department of Education. Tech-Prep, a program dedicated to the goal of seamless connection between K-12 and higher education, is the perfect laboratory to see if the agencies can jointly assume responsibility for the totality of the program. If this collaboration proves effective, other similar activities, with the mutual consent of the two agencies, could be attempted.³

Another initiative grew out of the joint planning efforts for the development of the State Plan. The two agencies have different data collection needs and systems. Often, and especially when allocating funds, decisions must be made on the basis of enrollment, numbers of disadvantaged students, etc. In order to be equitable, these data elements must be comparable—a difficult prospect. As is spelled out in greater detail in Chapter Eight on funding, the two agencies will establish an ongoing data committee to jointly determine the data that should be used, and the fairest and most equitable way for data to be collected. Joint planning efforts on the accountability and fund-split parts of the plan made it clear that such efforts result in much greater collaboration and cooperation.

The third initiative is to begin to meet jointly with at least some of the statewide advisory committees. Rather than have two advisory committees, one for high school and one for community colleges, covering the same subject matter areas, the agencies will select two or three advisory panels to explore the prospect of meeting jointly. Meeting with both agencies simultaneously would benefit all concerned. Community colleges and K-12 will be better able to coordinate their activities, and industry leaders would gain a clearer view of the whole education continuum as they develop their program priorities. This will also increase the availability of industry leaders to participate.

Links with Business and Industry and Other Agencies

The Department will build on existing vocational and technical education advisory committees with the intent of phasing in, during the time period covered by this plan, advisory committees for each industry sector. Business and Industry Advisory

³ See Chapter Five on Tech-Prep Education

committees are essential to keep programs up-to-date and ensure their continued focus on the needs of industry.

The Department has been aggressive in its attempt to collaborate with other state agencies involved in workforce training. The Department's efforts are reflected in the historic agreement between the Department of Education, the Chancellor's Office, the Health and Human Services Agency, and the California Trade and Commerce Agency in the plan required by the Regional Workforce Preparation and Economic Development Act. Once the Governor's new appointees to the Workforce Investment Act board assume their responsibilities, similar efforts will be made to coordinate with that agency. These activities are particularly critical because they open up new opportunities for jointly sponsored student services.

As the new division focuses on supporting the vocational and technical education programs best designed to generate improvements in student performance, there are several encompassing program considerations that drive the Department's vocational and technical education agenda.

Division Programmatic Priorities

Before turning to the strategies the Department will use to respond to the challenges of the Perkins Act, it will be useful to summarize some important "big picture" themes that form the basis for the particular strategic responses chosen by the Department. These themes, which drive much of what follows, are closely aligned with the basic principles embodied in the Perkins Act. They are:

- A Comprehensive, Sequential Approach
- Focus on Industry Clusters or Sectors
- Leveraging Multiple Resources

A Comprehensive, Sequential Approach

A repeated refrain in this plan is that vocational education must be viewed as a critical part of a comprehensive education system. This broader view encompasses all or parts of several initiatives relating to the delivery of vocational and technical education, as well as other initiatives which relate to high school reform. Powerful and interrelated components of a comprehensive approach can be found in California's existing Vocational and Technical subject matter projects, the Tech-Prep program, California's efforts to implement Second-to-None, California's Partnership Academies, and the new USDOE-sponsored New American High School initiative. The underlying supposition is that vocational and technical education, if it is to be successful, must be an integral part of schools' and districts' overall reform efforts.

Successful versions of comprehensive models share the following features:

- An integrated program of learning that combines basic academic and career-related content.
- Interdisciplinary coursework that connects basic academics to a career-related or work-related context.

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- Articulated coursework that spans the education segments and is sequentially more challenging.
- Substantial support from partners (especially business and higher education) beyond the school setting.

These approaches help students not only to understand the importance of mastering academic content in order to prepare for career selection and entry, but also to prepare for postsecondary education opportunities throughout the student's working life. The Department of Education has configured such an approach in a useful summary format:

Integrated Academic and Career-Related Education Continuum

Career Awareness	Career Exploration*	Career Orientation*	Career Preparation*
Interdisciplinary activities based on 10 common elements.	Interdisciplinary activities based on 10 common elements, plus work-based explorations (guided study tours, service learning, community service).	Interdisciplinary activities including 10 common elements, plus work-based experiences (job shadowing, mentoring, service learning).	Career-specific content including 10 common elements, plus work-based learning (internships, cooperative education).
Industry sector** context	Industry sector context	Industry sector/ cluster context	Career-specific content
	CTAP ⁴ portfolio Assessment	CTAP portfolio and ACE ⁵ Core assessment	CTAP/ACE career-specific assessment
<p>* California's Vocational and Technical Education (VTE) program will support these components of the continuum.</p> <p>** The 15 industry sectors are discussed below in the Focus on Industry Clusters or Sectors section.</p>			

In a comprehensive approach, students are first introduced to career awareness activities in early school years, then more directly engaged in interdisciplinary work-related career exploration activities in middle school and early high school. The next step involves more direct involvement with interdisciplinary career orientation activities that might include mentoring and job shadowing before the final step in the sequence—actual enrollment in specific career preparation programs, cooperative education, or internships.

⁴ Career Technical Assessment Program (locally administered).

⁵ Assessments in Career Education (available statewide, scored by state).

The “10 common elements” referenced on the chart are industry-based skills and knowledge elements necessary for success within any career or occupation:

- Leadership and teamwork
- Ethical and legal practices
- Employability skills
- Career development
- Technology literacy
- Safety and health issues
- Critical thinking and problem solving
- Interpersonal skills
- Communications
- Systems

Every student, regardless of his or her goals, would benefit from attaining this set of basic skills and knowledge.

These elements are embedded into academic content through integrated activities and projects offered in collaboration with vocational and technical education programs, business and industry partners, and career-specific education segment partners.

Focus on Industry Clusters or Sectors

The Department has determined that in order to prepare students for careers with high skill levels, high wages, employment opportunities, and career ladder opportunities, the appropriate focus should be on the most promising industry sectors. After a long and careful review, the Department identified the 15 highest-employing or potentially highest-employing industry groups within California. The Department is engaged in developing curriculum for each of those industry sectors:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment Technology
- Building Trades and Construction
- Business and Finance
- Energy and Utilities
- Engineering
- Fashion and Interior Design
- Health Services
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing and Product Development
- Public and Private Education Services
- Public Services
- Retail and Wholesale Trade
- Transportation

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These Industry Sectors were selected based on the following criteria. Each Industry Sector:

- Has an identifiable industry connection within the sector
- Offers at least 100 individual job titles
- Has a core content of at least 7 standards
- Offers high employment opportunity
- Has a high growth potential
- Provides for work-based learning opportunities

The United States Department of Education has identified 16 career clusters that have been crosswalked with those selected by California. These 16 career clusters will be used for reporting purposes as each state submits its Vocational and Technical Education Annual Performance Report.

Matching Industry Sectors and Vocational and Technical Education Programs

Existing K-12 vocational and technical programs at both the state and local level are currently organized around the traditional five subject-matter areas reflected in the chart that follows. The 15 industry sectors can be grouped in six broad categories that more clearly match the five existing vocational and technical education programs.⁶ The addition of a sixth subject-matter area, Arts, Media and Entertainment Technology, incorporates career preparation for one of the state's highest growth industries.⁷ The historical subject-matter configuration has served long and well, and every effort should be taken to build on its strengths and to provide an appropriate "home" for each of the sectors.

⁶ The five subject matter areas are Agriculture, Business and Marketing, Health, Home Economics, and Industrial and Technology.

⁷ See Chapter One for additional information.

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Vocational and Technical Programs and Industry Sectors

Agriculture Education	Business & Marketing Education	Health & Human Services
Agriculture & Natural Resources	Business & Finance	Health Services
	Information Technology	Public & Private Education Services
	Retail & Wholesale Trade	Public Services
Home Economics & Careers In Technology	Industrial & Technology Education	Arts, Media & Entertainment Technology
Fashion & Interior Design	Building Trades & Construction	Arts, Media, & Entertainment Tech.
Hospitality, Tourism, & Recreation	Energy & Utilities	
Public & Private Education Services	Engineering & Design	
	Manufacturing & Product Development	
	Transportation	

Vocational and Technical Education Act Funding

VTEA funding for the development and implementation of the Integrated Academic and Career-related Education Continuum will be limited to programs as described in the local plan that:

- Begin no earlier than the 7th grade.
- Include a clearly defined sequence of at least three courses organized in career path or career major configuration that prepare students for career entry and postsecondary education.
- May include a “capstone” course at the high school, ROCP, or the community college.
- Are taught by a credentialed vocational and technical education teacher, or in collaboration by a credentialed vocational and technical education teacher and an academic education teacher, as verified by the vocational and technical education teacher.

Leveraging Multiple Resources

A comprehensive approach to vocational and technical education that combines continuity with sequenced content from the earliest education experience to the point of departure must be put into place. Only by combining all available resources can this goal be accomplished. To increase the funds available to do the job, resources from the following federally funded initiatives should be pulled together: Vocational and Technical Education Act (VTEA), Elementary and Secondary Education Act (ESEA), Improving American Schools Act (IASA), School-to-Work Opportunities Act (STWOA), Workforce Investment Act (WIA), and Service

Learning. Several state-funded programs also can be leveraged to support school reform: Apprenticeship, CalWorks, Student Leadership (AB8), Agriculture and Home Economics Careers in Technology Incentive Grants, Partnership Academies, and the (academic) Subject Matter Projects.

Each of these resources, though unique in funding and reporting requirements, can be utilized to improve vocational and technical education programs. Administration and leadership for the various programs and initiatives are situated primarily in the Standards and High School Development Division in the Department, thus making it possible to better integrate activities and utilize multiple resources for a single goal—program improvement.

Division Activities

Those three themes—comprehensive scope, linkages to industry sectors, and leveraging resources—provide the framework for the types of activities the department will pursue, which are described below under the following headings:

State Leadership Activities:

- Standards and Curriculum Development
- Professional Development
- Special Populations
- Guidance and Counseling
- Student Leadership Organizations
- Assessment

State Leadership Centers:

- Home Economics Careers and Technology
- Industrial and Technology Education
- Health Careers
- Business Education
- Agriculture Education

State Leadership Activities

Standards and Curriculum Development

The adoption of California's rigorous academic content standards and the newly initiated accountability system have created a flurry of curriculum development activity. A standards-based education and accountability system necessitates a reexamination of all existing curricula to ensure that they are driven by the standards. It also requires that standards are appropriately linked to curriculum frameworks, assessments, teacher preparation activities, and accountability measures. Vocational and technical education programs are also in the midst of a flurry of curriculum development activities, simultaneously addressing both the state's recent initiatives and the new accountability priorities established through VTEA.

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California's vocational and technical education curriculum changes have been guided by the themes of the integration of academic and vocational education, the development and updating of curricula to conform to industry standards, the development of a set of common core standards across industry sectors, and the development of standards-based examinations for vocational and technical education. Ongoing standards and curriculum development activities include:

- California's 15 highest-employing or potentially highest-employing industry sectors have been identified. The sectors have been grouped by academic focus (e.g., math-based) to help students make informed career decisions.
- Core Standards have been identified for all the industry sectors, consistent in title, but within a specific industry context. Industry representatives will be convened in the near future to identify performance standards for each of the content standards. The performance standards will be used to measure student achievement.
- Demonstration sites are in place for the various career paths/majors within each of the vocational and technical education program areas that offer interdisciplinary curriculum and articulated coursework beginning in grades 7-9 and continuing through grade 12.
- "Challenge standards" within the vocational and technical education subjects for the middle schools and high schools have been completed and are in revision. These content standards are aligned with State Board of Education approved academic standards and cite examples of strategies for offering integrated academic and vocational content in order to meet the challenge standards.
- Model curriculum standards and career path guides have been developed for use by local schools as blueprints for curriculum design and development.
- Sample interdisciplinary curriculum projects have been completed based on academic subject standards (e.g., a social science-based "History of Women in Medicine" project) as models for schools to adopt.
- A career-majors design has been initiated with both a mission statement and identifying characteristics in place. A "How to Implement" handbook is in development, and a California Career Majors Institute is scheduled for February 2000. The handbook and Institute will provide guidance for teams from local partnerships throughout the state on course design built on career majors. The career major may align with one of the Industry Sectors or clusters housed within the Sector.

To reflect the new emphasis on curriculum alignment, accountability, and standards, the following new activities are proposed:

- State Board of Education-approved academic standards documents will be reviewed to determine the appropriate points in the curriculum continuum to

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insert career related examples. Items will then be prepared within the context of the Industry Sectors/Vocational and Technical Clusters to be incorporated into integrated and interdisciplinary instructional design.

- Regularly scheduled sessions will be held for curriculum review and revision to ensure that curriculum is aligned with current industry standards, practices, and expectations.
- Model Curriculum Standards and Career Path Guides will be updated and expanded to show alignment and integration with academic and vocational and technical education standards. Standards will be increased as needed and examples will be provided for meeting the new University of California and California State University prerequisites through vocational and technical education coursework.
- Staff development programs on the implementation of Model Curriculum Standards and Career Path Guides will be offered in a planned systematic, sequential format.
- Curricula will be completed for the Industry Sector-based Core Standards.
- Career majors will be instituted and made available to all students through a variety of configurations for adoption by local education agencies.
- Technology will be utilized to provide opportunities for all students to explore career options and prepare for career entry through virtual workplace visits, interactive programs, and distance learning for teachers and students.
- The state-sponsored resource clearinghouse will include model practices and other curriculum resources available to all local education agencies through both hard copy and electronic transmission.

An integral component of an accountability system is the method by which student outcomes will be assessed. Student academic achievement is measured by the statewide Standardized Testing and Reporting program (STAR). In addition, career-technical skill achievement is measured by two voluntary vocational and technical education assessments: Career Technical Assistance Program (CTAP), which includes guidelines for portfolio development and evaluation that can begin as early as the middle grades; and ACE, which provides statewide assessments for both core-level content and career-specific coursework. The ACE system is in the third year of development and currently offers assessments in five subjects: Agriculture Core (Agriculture & Natural Resources Sector), Health Care Level 1 Core (Health Science Sector), Technology Core (Energy & Utilities, Engineering, Building Trades & Construction, Manufacturing and Product Development, and Transportation Sectors), Computer Science and Information Systems Cluster (Information Technology Industry Sector), and Food Service and Hospitality Cluster (Hospitality, Tourism and Recreation Industry Sector).

Five additional assessments are in progress and will be ready for field-testing in the spring of 2000. The developmental process will continue until core content assessments are completed for each of the 15 Industry Sectors as well as selected career-specific examinations within high growth careers and accompanying program enrollments.

Professional Development

Comprehensive professional development in California, which includes initial teacher preparation for vocational and technical education, academic, guidance and administrative personnel, is planned and delivered in a variety of ways. Professional development priorities are established in consultation with practitioners, representatives of business/industry, parents, and community organizations through advisory groups, such as Industry Standards Development Committees, Statewide Vocational Education Assessment Committees, Professional Teacher/Administrative Associations, and SB 1882 Professional Development Consortia.

In recent years, priorities for professional development have been influenced greatly by state and federal legislation. With the passage in California of SB 1X, the governor and the legislature established a clear priority for accountability for what students know and are able to do.

The business community has added its own list of expectations as to what high school students should know and be able to do. High schools are being called upon to eliminate the dual-track curriculum for college and non-college bound students. The goal is to provide all students an opportunity to develop rigorous academic and employment-related competencies and to make learning such skills more relevant by tying them to work-based learning experiences.

Staff development activities address the following priorities:

- Implementation of standards-based education.
- Use of standards-based assessment systems.
- Continuing integration and sequencing of academic and vocational education curriculum.
- Incorporation of instruction in all aspects of the industry.
- Curriculum and program strategies reflecting workplace needs.
- Instructional and support services responsive to the needs of students who are members of special populations.
- Expansion of program articulation efforts with postsecondary options.
- Improvement of guidance services.
- Use of technology.

Various ongoing professional development activities (including preservice education) include:

- Operation of a statewide network of over 300 high schools involved with staff training related to New American High School Initiative strategies.

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- Statewide conferences such as the Annual California Partnership Academy Conference, the Business Education Symposium, and the Annual Tech-Prep Conference.
- Summer Institutes for academic and vocational education teachers on integrated curriculum.
- Statewide demonstration programs that feature exemplary practices of professional development priorities.
- Utilization of the County Superintendent's Regions through the SB 1882 Professional Development Consortia to implement staff training priorities.
- Coordination and support of California Department of Education Professional Development Division activities such as the California Mentor Teacher Program and the Beginning Teacher Support and Assessment.
- Coordinated efforts among the California Community Colleges and universities as both providers and receivers of professional development.
- Numerous workshops on implementation of standards, assessment, and other staff training priorities.
- Presentations to subject-matter associations such as the California Business Education Association, high school associations such as the California League of High Schools, administrator groups such as the California Association of School Administrators.
- Curriculum Integration Projects sponsored by the California Department of Education and education support groups like the Walter S. Johnson Foundation.
- Collaboration with the Commission on Teacher Credentialing to ensure that California Standards for the Teaching Profession have been included in professional development sessions.

Because the understanding and involvement of the entire range of stakeholders is essential if change in instructional and support programs is to occur, the proper scope of professional development encompasses not just teachers and administrators, but parents and community, school board members, and local business and cultural leaders. The type and depth of professional development experiences inevitably will vary, but the same themes recur.

With the establishment of standards in English, mathematics, science, and social studies, and additional subject areas to follow, the challenge in California is to assist teachers and others who deliver instruction and support services to enable students to meet those standards. California's subject-matter frameworks and other advisory documents from the Superintendent and State Board of Education provide the primary guidance for subject-matter aspects of professional development. The

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California Standards for the Teaching Profession, approved in 1998, have been adopted by both the Department and the Commission on Teacher Credentialing as the basis for teacher preparation, induction, and ongoing professional development.

The Commission on Teacher Credentialing (CTC) has elaborate standards for teacher preparation. CDE and CTC have comprehensive standards for induction programs, and professional associations have promulgated principles for ongoing professional development.

In conjunction with the CTC, the department is committed to establishing a system of recruiting, developing, and supporting teachers that instills excellence in every classroom, preschool through adult. Key activities include:

- Focus teacher preparation and professional development on standards-based education.
- Expand opportunities for teacher preparation and teacher professional development using distance learning technology and techniques.
- Support teachers in the use of technology for identification of student needs and for instruction.
- Support teacher peer review and evaluation with effective models and program assistance.
- Provide staff training to improve academic achievement for low-performing schools and at-risk students.

Special Populations

The term "special populations," as defined in Section 3 of the Carl D. Perkins Vocational and Technical Education Act of 1998, refers to the following categories:

- a. individuals with disabilities,
- b. individuals from economically disadvantaged families, including foster children,
- c. individuals preparing for nontraditional training and employment,
- d. single parents, including single pregnant women,
- e. displaced homemakers, and
- f. individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Under the prior Perkins Act legislation, some Special Populations categories were separated and funded categorically (i.e., designated dollars were restricted specifically for these purposes). Programs for single parents, single pregnant women, displaced homemakers, students pursuing nontraditional occupations, and programs to eliminate sex bias in vocational and technical education were funded through a set-aside of 10.5% of the entire state grant, resulting in a total of about \$12 million in expenditures annually through secondary districts, ROCPs, and community colleges. However, students with disabilities, economically disadvantaged students, and those with limited English proficiency did not have specific set-aside funding. The needs of these students were to be addressed in the overall operation of vocational and technical education at the state and local level.

Congress eliminated direct-targeted funding beginning in the current fiscal year. Now all special populations will be treated similarly. This is consistent with the general thrust of the new act: to reduce categorization of programs and increase accountability for results (in this case for the performance outcomes of special-population students). The Accountability requirements of the act are quite specific regarding special populations. Both state and local assurances for special populations must be integrated into the overall plan for state administration and leadership as well as local plans.

Schools and colleges must be aware of the new configuration of Special Populations in Perkins III and understand how they can reconfigure their own planning to serve all students in a fashion that is integrated into the program as a whole. Careful attention to the development of local plans and follow-through on the results of the accountability mechanisms are essential.

Technical assistance will be provided to the field such as identifying successful strategies that enhance the workforce readiness of all Special Populations, and disseminating information on successful strategies to all LEAs so that they may become more widely implemented. Strategies include career awareness programs; counseling and guidance for students with special needs; supportive services such as transportation, child care, and assistance with books and tuition; appropriate use of assistive technology; special training for vocational educators; and professional development targeted beyond the vocational educators in order to foster an equitable climate throughout the school. These strategies enable individuals to get to school in the first place, participate in programs involving role models, mentors, work-based education, and other activities that facilitate the achievement of educational or economically disadvantaged students or students with disabilities.

There is also a need to establish stronger linkages with other units within the agency and with other agencies. At present, it is not possible to clearly identify the strategies (or the results) of mandates to serve special populations, including women training for nontraditional occupations, students with disabilities, and others within non-Perkins federal and state programs like the WIA, Tech-Prep, School to Career, Adult Education, and Regional Occupational Centers/Programs. Part of the Department's responsibility is to work with other agencies to assure that services are being provided to special populations within all those programs, to coordinate efforts, to avoid duplication, and to measure the results. The accountability provisions of Perkins provide a good place to begin to develop the data, measure how well such populations are actually served in all programs that prepare students for work, and determine what needs are not being met. Activities include:

- Continued review of Local Plans for compliance with the requirements to serve Special Populations under Perkins. CDE personnel who are assigned to units serving those identified as Special Populations will be part of the planning and implementation of all state administrative work and will be involved in assisting LEAs with the implementation of the law.
- Continued opportunities for professional development at the state level to reach local educational officials and build their expertise to serve Special

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Populations. Additionally, the department will continue to provide ongoing technical assistance to LEAs on issues related to serving Special Populations.

- Identification of “best practices”—those practices which have been effective in serving students.
- Development of informational clearinghouse strategies and methods of disseminating best practices.
- Data collection, disaggregation, and analysis to more fully understand the needs of people in Special Populations, to more clearly delineate the interaction of multiple barriers to high achievement, and to provide ongoing information to LEAs and the State for the purpose of continuous program improvement. These are functions for data collection that go beyond the necessary task of accountability, but which enable educators to improve services and maximize the effectiveness of programs.
- Identification and dissemination of specialized curriculum materials and resources to support services to Special Populations. Such materials can include books, videos, software, and other materials designed for students or to support professional development.
- Expansion of linkages with other programs for which equity and service to Special Populations is mandated by funding sources and for which that service is critical to program success; share information on best practices; coordinate and leverage resources to maximize the number of students who can be served; and incorporate the expertise, resources, and support of those having a stake in assuring all students succeed in school and the workforce, including business and labor, and community-based organizations.
- Continuation and expansion of the strong relationship between the CCCCCO and CDE in gender equity and service to students with disabilities; involvement of other Special Populations staff in all Perkins planning and implementation; and creation of linkages with other state and federal agencies serving the identified Special Populations. The formation of a joint advisory committee for special populations, and the possibility of jointly offering professional development and technical assistance, will be explored.
- Leadership by CDE in connecting equity concerns with larger issues of school reform, including curriculum integration and school improvement.

Guidance and Counseling and Other Student Support Services

Within the Standards and High School Development Division, the Department is focusing on improving career guidance for integrating academic and vocational education. The Division works closely with California Community Colleges and the California Occupational Information Coordinating Committee. The Department has also established a new division, Education Support Systems, responsible for providing state leadership in counseling and guidance services. Among its duties, the division is organized to provide staff for the Inter-Branch Comprehensive

Guidance Coordinating Team made up of managers and consultants representing the various branches, divisions, offices, and units within the Department with an interest in, or responsibility for, guidance and counseling support. The work of the vocational and technical education personnel assigned to this topic will be enhanced by strong collaboration with others with similar assignments across the agency. This comprehensive view of the counseling function has become more typical of how the Department is being reorganized and should provide for a more coherent state strategy regarding counseling and other student support services.

The priorities are twofold: to contribute to strengthening the role of counseling, especially career guidance, and to continue to provide technical assistance to schools and districts on the implementation of the National Career Development guidelines, and the Career Development Facilitator program.

Student Leadership Organizations

Leadership, interdisciplinary skills, and career-specific skills and knowledge are strengthened through the incorporation of Student Leadership Organizations. The six organizations currently in place in California—FFA, FBLA, DECA, FHA-HERO, HOSA and SkillsUSA (formerly VICA)—are experiencing rapid growth. These organizations offer formalized participation in local, regional, statewide, national, and international leadership development programs and competitive skills events. The organizations are managed by independent boards and supported by both state and VTEA funds. The organizations and the activities they provide for students are a high priority of local practitioners as well as California Department of Education staff.

Statewide Leadership Centers

Other, equally important and beneficial activities sponsored by the Department are carried out under contract by statewide centers for each of the vocational and technical education programs, around which the Department and the field are currently organized.

Statewide leadership centers for each of the vocational and technical education programs are responsible for standards-based interdisciplinary and integrated activities and project development, standards and assessment development (CTAP/ACE), professional development (in-service/preservice), and resource materials development for the industry sectors grouped within each program. In the new configuration, one additional center will be added to accommodate the high-growth industry sector Arts, Media, and Entertainment Technology. These statewide leadership centers are funded through a Request for Proposal (RFP) process to take advantage of the broad base of field expertise and commitment which exists. These programs serve as another way to strengthen the connection between state priorities and local practice.

The state leadership programs are an integral part of the Department's strategy for improving the quality of vocational and technical education. The existing centers have been quite successful, and the Department intends to continue their existence.

One way to improve the effectiveness of these centers is to build stronger links among them to reduce duplication of effort and to guarantee that centers are appropriately addressing state priorities. An interoffice team within the Department is currently meeting to designate expected outcomes with greater specificity regarding program improvement. Each center will be required to frame its evaluation with specific performance outcomes it expects for the program strategies it has selected—evaluation will be outcome-oriented, rather than process-oriented. Centers will be held accountable for performance measures to be established by the team. Additionally, given the importance of the new accountability system, the centers will be asked to provide strong leadership in providing professional development and technical assistance to districts as they implement the new accountability system.

Course sequence designs, industry partnership-building strategies, and career guidance and career development standards and resources are some of the products that will result from the work of the centers.

These centers have worked to ensure that each program area is further defined by industry specific clusters and career specific content. The same developmental services for this level of preparation will be provided by the centers. An example of the continuum from industry sector to career specific preparation follows:

Level⁸	Industry Scope	Curriculum Content
Preparation	Career-Specific Content	Radiologic Technician
Orientation	Industry-Specific Cluster	Diagnostics Core
Exploration/Awareness	Industry Sector	Health Services Core

Strategies to ensure inclusion of all student populations will also be developed as part of the program centers' scope of work. Challenging both the academically high-achieving student as well as eliminating barriers to entry and added support as needed for those with special learning requirements, is an important goal for vocational and technical education programs at all levels of preparation.

Projects currently exist for the following programmatic areas:

Home Economics Careers and Technology

This program focuses on technical assistance, curriculum development, and professional development to emphasize career pathway programs and coherent educational sequences (grades 7-12), program improvement; strengthening articulation with postsecondary programs; expanding teacher recruitment, retention, and training; providing instruction that encompasses all aspects of the industry of each career path; promoting nontraditional training and employment; assuring program accountability; and expanding partnerships with business, labor, and parents.

⁸ Generally, Awareness activities occur in grades K-6, Exploration activities in grades 7-8/9, Orientation in Grades 9-10/12, and Preparation in grades 11-12, ROCPs, adult schools, community colleges, and universities.

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Industrial and Technology Education

This initiative focuses on strengthening the technical assistance available to industrial and technology educators by providing in-depth professional development for leadership, standards-based curriculum, industry-based entry level standards, curriculum integration, workplace needs, special populations, standards, assessments, and teacher preparation, with special attention given to industry clusters or sectors.

Health Careers

Goals include the creation of rigorous performance standards and professional development activities aimed at improving teacher capacity to keep practice current with educational pedagogy and health career industry practices.

Business Education

This cluster of activities includes a strong professional development component stressing standards-based, integrated curriculum and performance-based assessment. Emphasis is also placed on the identification and promulgation of exemplary business education programs, virtual business enterprises, and other alternative business education delivery systems, and assessing the general state of business education in California. An important component is continual interaction with practitioners and between practitioners and the industry.

Agriculture Education

This multifaceted project features the development of a system to identify and certify high-quality agriculture education programs, combined with strong components for ongoing professional development with a special emphasis on new teachers and soon-to-be teachers. Technical Assistance and Professional Development activities emphasize Tech-Prep, course sequencing, workplace learning, technology infusion, student assessment and program certification, and leadership development.

In addition to its state leadership activities, the Department is responsible for specific activities relating to the state administration of the Vocational and Technical Education Act. Some of these responsibilities are outlined below.

VTEA Funds for State Administration

The Perkins Act provides an amount not to exceed 5% of the total grant for purposes of administering the act. State administration funds are required to be matched with General Funds dollars and are used to support State vocational and technical education staff who will be assigned to the following ten major activities:

1. Developing and implementing the portions of the State Plan for which the Department is responsible, and overseeing the overall implementation of the plan.
2. Collaborating, coordinating, and consulting with the California Community College Chancellor's Office on matters related to the development and implementation of the State Plan.

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3. Establishing policy direction for vocational and technical education through the State Plan.
4. Preparing the guidelines for local plans and applications for funds and reviewing and approving local plans and local applications.
5. Monitoring and evaluating vocational and technical education program effectiveness.
6. Providing technical assistance to eligible recipients on State Plan implementation and evaluation.
7. Providing technical assistance to eligible recipients on complying with Federal VTEA requirements.
8. Collecting data factors needed for the allocation of VTEA funds to eligible recipients and preparing local district allocations.
9. Distributing VTEA funds to local school districts according to the approved allocation formula.
10. Developing and disseminating information on vocational and technical education programs and coordinating and cooperating with other programs to prevent unnecessary duplication.

Local Plans

Each local education agency desiring to participate in the 2000-2004 Perkins Act funding for vocational and technical education programs serving either secondary students, adult education, or adult ROCP students, must develop and submit a local four-year plan describing the planned use of the funds.

The local plan consists of a narrative that addresses the Perkins Act mandates and the evaluation of student outcomes based on the core indicators of performance.⁹ An important part of the planning process is the involvement of parents, students, teachers, representatives of business and industry, representatives of special population groups, and representatives from other interested parties in the community.

The flexibility of the 1998 Perkins Act with its emphasis on high academic standards positions it as a vehicle for comprehensive high school reform. The New American High Schools research¹⁰ shows that successful reforming high schools align practices

⁹ See Chapter Five on Accountability and Evaluation for more information on the core indicators of performance.

¹⁰ A 1995 study of high schools that were successfully implementing comprehensive and innovative education reform strategies, conducted by the National Center for Research in Vocational Education (NCRVE) under contract to the Office of Vocational and Adult Education of the U.S. Department of Education. This study resulted in the identification of the first ten New American High School

and policies to support students' achieving high academic standards and being prepared for college and careers. The goals of successfully reforming high schools are supported in the purposes of the 1998 Perkins Act and in the Act's required and permissive use of local funds.

The 1998 Perkins Act is clear in its intent that vocational and technical education students attain the same high academic standards as students in regular education. The outcome indicators required under the Perkins Act, as well as those reflected in the State's Academic Performance Index, are more likely to be attained when local Perkins plans are developed based on research-based strategies such as those found in the New American High School Initiative. Therefore, for high schools, whole-school reform, as outlined in the New American High Schools initiative, is to be related to the development and implementation of the four-year plan for use of Perkins dollars. Among the featured requirements of the local plan are:

- Designation of vocational and technical education programs to be assisted with Perkins funds, and of sufficient size, scope, and quality.
- The process and rationale for determining which vocational and technical education programs are to be selected, including occupational needs of the area.
- Process for evaluation and continuous improvement of student achievement.
- Process for broad scale involvement in the development of the plan.
- How the program utilizes other funding streams and how these are linked to postsecondary education.
- Status of efforts to integrate academic and vocational education; how students are encouraged to pursue sequences of courses; how students taking vocational and technical courses are taught to the same challenging academic proficiencies as other students.
- How efforts are related to the 15 industry sectors.
- Coordination with the Workforce Investment Act and CalWorks.
- How the plan covers all aspects of the industry.
- How technology will be used.
- How the needs of special populations are to be addressed.
- How the professional development needs of teachers, counselors and administrators will be met.
- How well the local education agency did in meeting the state adjusted levels of performance for attaining or improving:
 - Academic and vocational and technical skill proficiencies.
 - A secondary school diploma, a proficiency credential, or a postsecondary degree or certificate.
 - Placement, retention, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.

Showcases for the United States Department of Education. It also provided the seminal work for the identification of 12 strategies that appear to increase the likelihood of student success in attaining high academic standards and being prepared for both college and careers.

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- Participation in and completion of vocational and technical education programs that lead to nontraditional employment.

In addition, the Local Plan Guidelines describe minimum conditions programs eligible for Perkins Act funding must meet. These conditions include:

- Begin no earlier than the 7th grade.
- Include a clearly defined sequence of at least three courses organized in career path or career major configuration that prepare students for career entry and postsecondary education.
- May include a “capstone” course at the high school, ROCP or the community college.
- Are taught by a credentialed vocational and technical education teacher, or in collaboration between a credentialed vocational and technical education teacher and an academic education teacher as verified by the vocational and technical education teacher.

A copy of the local plan guidelines is included as Appendix 6.

Chapter Four

The California Community College Role in Vocational and Technical Education and Workforce Preparation

Vocational and technical education is a primary mission of the California Community Colleges, the world's largest system of public higher education. Over 6,300 vocational and technical education certificate and degree programs are offered through the 107 community colleges in 71 districts across the State.¹ More than 1.2 million enrollees are taking vocational and technical education courses that are taught by 19,000 faculty members. Nearly 70 percent of community college students have enrolled in at least one vocational or technical education course. Community colleges are particularly well suited to meet the central priority of Perkins III—the integration of vocational education and academic education. Simply put, vocational courses are strengthened by an emphasis on rigorous academic content, and academic courses are strengthened by an emphasis on “contextual” learning—learning academic concepts in an applied setting. California's community colleges, noted for the strength of both their academic and vocational faculties, are uniquely positioned to provide high quality postsecondary instruction.

In the sections which follow, much will be made of the importance of responding to the needs of business and industry and the importance of a highly educated, well-trained workforce. It is appropriate that this vocational and technical education plan affirm that connection. However, one must always keep in mind that the main client of our community colleges is the student. Colleges appropriately focus on materially increasing the life choices of their students. Training students broadly for a wide array of future career choices is best for students and best in the long run for the economy. Training students too narrowly for the immediate needs of business and industry serve neither the student nor the long-term interests of business and industry well. It is the broadly and well-educated student who will benefit most from this preparation. Interestingly, it is also this student who will provide the greatest benefit for our long-term economic interests. Keeping this important perspective paramount will continue a system of education and preparation which simultaneously benefits students and meets the long term interests of business and industry.

The *California Education Code* states that, “A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce development.”² This mission is reinforced in the *Government Code* wherein it states that, “It is the intent of the Legislature to maximize the resources of the California Community Colleges to fulfill its role as the primary

¹ *California Community College Program Inventory*.

² *California Education Code*, Section 66010.4.

provider in fulfilling the vocational education and training needs of California business and industry...Fulfilling that mission will require strengthened leadership, communication, and liaisons with the private sector as well as with public sector education and training providers. The California Community Colleges shall work with businesses and employers to identify, on a region-by-region basis, work force education and training needs, including the needs of small business, and create networks of service providers that meet identified needs in the most cost-effective and timely manner.”³ The document *California Community Colleges, 2005* (Chancellor’s Office, California Community Colleges, 1998), indicates that “...the California Community Colleges have played and will continue to play an increasingly important role in the social and economic success of the State... Community colleges not only hold the key to success for millions of our citizens, but also the key to a workforce prepared to compete in a global economy, and the key to an educated citizenry that serves as the stable basis for a strong multicultural democracy... The colleges will play a major role in enabling the State to meet its workforce preparation needs, and will otherwise ensure that every qualified student with the capacity and motivation to benefit from programs within the mission will have a place, and will not be shut out by economic or social disadvantage.”

The mission of community college vocational and technical education is to provide “open access” to vocational and technical instruction at the lower division level for all students who can benefit. The instruction must be current with business and industry requirements and must be based on industry certified skill standards. Vocational and technical instruction must result in certificates and degrees that have value in the market place.

Vocational and technical education is responsive to the needs of new, incumbent, and transitional workers. It serves as the linchpin for providing business and industry with the curricula resources needed to educate and prepare their employees to succeed in the global economy. This linkage occurs by tapping the rich depository of curricula (academic, vocational and technical), and the skills of qualified and talented faculty, to tailor-make effective programs delivered to meet the needs of students and a wide range of consumer and labor market needs.

To remain responsive to such a wide range of needs, vocational and technical education must continually be upgraded and improved. Programs must be coordinated among the various workforce development and workforce preparation agencies and funding sources. This will require faculty and other educational staffs, working with employers, labor, and government to:

- Conduct research and assessment of student and employer needs and educational capacity to meet those needs.
- Participate in partnerships of business, industry, labor, government and education to develop responsive solutions to workforce development needs.
- Cooperatively plan for the delivery of programs and services at state, regional, and local levels with agencies and organizations that have responsibility for vocational and technical education and workforce development and preparation.

³ *California Government Code*, Section 15370.24.

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- Participate with business and industry experts in integrated curriculum development teams.
- Expand the use of technology in both the curricula and in the delivery of curricula.
- Provide leadership and training by sharing best practices of curriculum design and instructional methodology.
- Participate in professional development activities and apply strategies, skills and knowledge obtained.
- Provide instruction that is current with respect to business and industry standards.
- Provide services and instructional programs free of barriers that might influence access and success of students who are members of special populations.
- Provide student support services that provide all students who can benefit from vocational and technical education instruction opportunities to enroll in, succeed in, and benefit from such instruction by finding rewarding employment and/or furthering their education.
- Seek and obtain additional resources in order that vocational and technical education personnel, curricula, equipment, and facilities are current. Programs and services can then provide students with the skills and knowledge necessary to meet their needs and to meet California's labor market needs. This will contribute to the continued economic development and growth of the State.

The availability of and participation in continuing education and lifelong learning promise to be effective strategies for individuals to obtain the required skills and knowledge that will support student needs and the employment needs and economic opportunities of California's business and industry. To make lifelong-learning a reality, the California educational system, kindergarten through university, must be revised structurally to encourage lifelong learning, provide educational access and multi-point educational attainment.

State Level Policy Development for Vocational and Technical Education

Board of Governors of the California Community Colleges

California Education Code, Section 71000, makes provision for the Board of Governors of the California Community Colleges (BOG). The 16 members of the Board are appointed by the Governor with the advice and consent of two-thirds of the State Senate. The Board is responsible for reviewing policy recommendations and adopting policy that provide for the full scope and range of lower division education in the public California Community Colleges, including vocational and technical education programs and services. These policies cover all aspects of operation, including course and program approval, implementation, and evaluation, faculty qualifications, resource allocation, and program funding. These policies provide for and add value to existing system programs and operations, and seek to avoid unnecessary duplication of effort within the system and with other educational program providers.

Section 12053 of the *California Education Code* makes provision for the State Board of Education (SBOE) to delegate responsibility for administration and operation of the Federal vocational and technical education program in the community colleges to the Board of Governors. A portion of the section states that, “In recognition of the need for coordinated delivery of vocational education and training in California, the State Board of Education and the Board of Governors of the California Community Colleges shall enter into a memorandum of understanding, which shall do all of the following: (1) Provide for an advisory committee composed of an equal number of members of each board; (2) Assure shared planning and coordination; (3) Delegate to the Board of Governors of the California Community Colleges, in keeping with the requirements of federal law, the maximum responsibility in administration, operation, and supervision of policies and procedures related to community college vocational programs provided for in federal law.”

Vocational Education and Economic Development Committee

As one of the permanent committees of the Board of Governors, the Vocational Education and Economic Development Committee provides ongoing leadership by developing policy recommendations for the Board. The committee considers issues and policy recommendations that have been forwarded from the Joint Advisory Committee, the Chancellor, the Chancellor’s Office Educational Services and Economic Development Division, Vocational Education Unit, Workforce Preparation Unit, and Economic Development Unit, the Consultation Process, the Academic Senate for the California Community Colleges, and other groups, agencies, committees, and individuals from whom input is sought and received.

Joint Advisory Committee

The *California Education Code* has established the Joint Advisory Committee (JAC) which is comprised of equal members of the State Board of Education and the Board of Governors. It serves as the joint policy recommending body that makes recommendations to the BOG and the SBOE regarding all aspects of the coordinated delivery of vocational and technical education in the State including strengthening, improving, expanding, and evaluating the programs and services.

State Level Policy Consultation and Review

Chancellor’s Office Consultation Council

The governance system of the California Community Colleges is one which uses a process of shared governance. In March, 1988, the Board of Governors adopted a process known as consultation, through which a council composed of representatives from selected community college institutional and organizational groups, including chief executive officers of community college districts, instructional officers, business officers, the Academic Senate for the California Community Colleges, and students assist in the development and recommendation of policy to the Chancellor and the Board of Governors. The Chancellor’s Office Consultation Council is used as the community college system’s forum to discuss policy issues and solutions for advancing all community college education, including vocational and technical education, that are in the best interests of the students, the community college system, and the State. The purpose of the

consultation process is to strengthen communications, policy development, and policy review to ensure the quality and effectiveness of college operations and programs.

The council meets regularly throughout the year. Representatives of the various groups on the Consultation Council forward nominations to the Chancellor for appointees to a variety of task forces and work groups including the Field Review Committee for the State Plan for Vocational and Technical Education.

Academic Senate for the California Community Colleges

Title 5, §53206, of the *California Code of Regulations* establishes the Academic Senate for the California Community Colleges. The Senate enables faculty of the community colleges to have a formal and effective procedure for participating in the formation of state policies on academic and professional matters. The Board of Governors recognizes the Academic Senate as the representative of the local community college academic senates before the Board and the Chancellor's Office. At the system level, the Senate provides primary policy advice on academic and professional matters.

As part of the formal structure and operation of the Academic Senate, the Occupational Education Committee considers issues and recommends policy regarding vocational and technical education to the Executive Committee. The Academic Senate appoints faculty to the formal advisory committees and work groups that are established for the purposes of considering community college issues and recommending policy.

Policy Framework for Coordinated Planning and Delivery of Vocational and Technical Education and Workforce Development

Regional Workforce Preparation and Economic Development Act

The Board of Governors of the California Community Colleges and the California State Board of Education recently adopted the *California Workforce Development: A Policy Framework for Economic Growth*.⁴ The framework presented in this document results from requirements of the Regional Workforce Preparation and Economic Development Act and serves as the fundamental policy direction for meeting the workforce development needs of California. It advocates and advances the concept that California's public education systems (elementary, secondary and postsecondary) are the foundation of the state's investment in a workforce development system, and schools and colleges are to assume an equal partnership role and responsibility with local government and local business and industry in planning for workforce and economic development.

The philosophy underpinning the idea of workforce development is a concept that has long been embedded in the missions of the California Community Colleges. These missions – academic and vocational instruction and economic development – have played a significant role in ensuring “open access” to lifelong learning as a

⁴ Chapter 7 contains a fuller treatment of the RWPEDA legislation and its relationship to the implementation of the Workforce Investment Act of 1998.

means of advancing California's economic and social health. These missions, supported by a full range of universal student support services, are central to preparing California's workforce and for increasing access to higher levels of learning.

The policy framework presented in the document addresses the need for cooperation and collaboration among all agencies, including those at the local, regional, and state levels, having responsibility for planning and delivering workforce preparation programs and services.

Joint Agency Advisory Committees Connecting Vocational Education, Economic Development and Workforce Preparation

California Community Colleges Economic Development Program Executive Committee

This committee and its advisory functions have been authorized by Section 15379.24 of the Government Code. The committee provides advice to the BOG regarding the California Community Colleges Economic Development Program including overall program development and implementation and resource development and deployment strategies. The committee develops and recommends to the BOG plans to integrate all economic development programs and services in the ten community college regions. The plans are to provide for a full range of services in the regions including a coordinated service delivery with all other providers. The plans also provide a resource inventory of service providers for clients in the regions. The plans are to be developed in collaboration with local cities and counties, private industry councils (now local workforce investment boards), institutions of higher education, and other education and training providers within the regions. Other functions include developing recommendations and priorities for expanding the role of community colleges in vocational and technical training and developing strategies to provide access for culturally and ethnically disadvantaged individuals to program resources. The committee serves as a liaison with business, industry, and labor and with other institutions of higher education to further define the mission of the California Community Colleges Economic Development Program, and to coordinate resources for economic development activities and vocational education.

Membership on this committee includes the Chancellor, Superintendent of Public Instruction, Secretary of the Trade and Commerce Agency, and Director of the Employment Development Department or their designees, the chair of the Economic Development and Vocational Education Committee of the Board of Governors, a faculty representative selected by the Academic Senate, a labor representative nominated by a statewide labor union, a representative of the California State University, a representative of the University of California, and one representative from each of the ten California Community Colleges Economic Development Program regions.

Workforce and Economic Development Advisory Committee (WEDAC)

This committee is in the proposal stage and plans are to have it implemented before the end of the 1999-2000 program year. This committee will provide advice to the

Chancellor on the coordination of statewide programs, policies, and procedures related to the delivery of vocational education, workforce preparation, and economic development programs and services. Policy recommendations resulting from this committee will be deliberated through the consultation process.

Besides providing advice on the coordination of programs, the committee will also advise on methods to strengthen and integrate curricula, share best practices, build state and local capacity, and allocate funds for projects in vocational education, workforce preparation, and economic development. A major function for the committee will be to develop recommendations for the use of available Federal and State vocational education, workforce development, and economic development funds to maximize benefit and avoid duplication of effort.

While the composition of the committee is yet to be determined, it is proposed that representatives from the Academic Senate, Chief Instructional Officers, Deans of Vocational Education, Economic Development Administrators, other state agencies, and business, industry, and labor be included.

Chancellor's Office Organization for Vocational and Technical Education

Educational Services and Economic Development Division

One of the seven divisions within the Chancellor's Office is the Educational Services and Economic Development Division. The division, directed by a Vice Chancellor, has numerous responsibilities, some of which, as described in the *Community College Directory*, include, "...providing leadership in the design and review of community college curriculum and instructional support activities. The division is committed to providing leadership and technical assistance to enhance the capacity of the community colleges to achieve the Economic Development Program mission: '...to advance California's economic growth and global competitiveness through quality education and services on continuous workforce improvement, technology deployment, and business development.'

Applicable services include technical assistance in the planning, approval, review and reengineering of credit degrees and certificates, implementation of the Vocational and Technical Education Act, the Economic Development Program, basic skills instruction, and noncredit adult and continuing education. The division also provides leadership in the ... administration of numerous special project funds to support instructional innovation, workforce preparation and vocational education..." There are five units in the division, each directed by a Dean. The units are Vocational Education, Workforce Preparation, Economic Development, Curriculum Standards and Instructional Services, and Instructional Resources and Technology. The first three of these units have direct involvement with vocational and technical education, tech-prep education, and workforce preparation and development.

Vocational Education Unit

The Vocational Education Unit provides state-level leadership in all aspects of community college vocational and technical education. A primary responsibility of

the Unit is the development, implementation and administration of the State Plan for Vocational and Technical Education and evaluation of the programs supported by Federal funds. This requires working closely with the Unit's counterparts in the State Department of Education to assure continued coordination, cooperation, and compliance on all aspects of the State Plan and administration of the Act. As such, the Unit prepares recommendations for policy considerations to the Joint Advisory Committee and the Board of Governors on such matters as the division of Federal VTEA funds between the secondary and postsecondary levels. The Unit works closely with other units within the Educational Services and Economic Development Division, particularly the Workforce Preparation Unit and the Economic Development Unit. The Unit also works cooperatively with the Chancellor's Office Management Information Services Unit to develop and implement the vocational education performance accountability system. The Unit prepares the Guidelines for the Local Plans for Vocational and Technical Education and reviews and approves the local plans and applications for VTEA funds. The Unit, with input from a variety of sources including the Statewide Vocational Education Advisory Committees, the Community College Regional Consortia, and the Academic Senate for the California Community Colleges, and associations such as the California Community College Association for Occupational Education (CCCAOE), determines the priorities for funding state leadership activities and special projects. The Unit prepares and distributes the requests for applications for special projects, recommends projects for funding, monitors funded projects, and provides technical assistance to local districts on implementation of the State Plan and use of VTEA funds. The Unit works with many organizations and agencies to assure that state level vocational and technical education issues and concerns are addressed. The Unit provides liaison with all groups that have an interest in improving community college vocational and technical education.

Workforce Preparation Unit

The Workforce Preparation Unit maintains policy liaison and provides coordination with several state agencies that have responsibility for workforce development, including the California Department of Education, the California Trade and Commerce Agency, several departments of the California Health and Human Services Agency, and the Division of Apprenticeship Standards. The Unit is responsible for the community colleges' involvement with the School-to-Career Partnership, Tech-Prep Programs, Apprenticeship, the Job Training Partnership Act and its successor, the Workforce Investment Act, Cooperative Experience Education programs, and ongoing liaison to the regions of California concerning Workforce Preparation issues.

The Unit is responsible for providing state level coordination of community college participation in the governance and activities of the Workforce Investment Act. The Unit was responsible for working with the first three of the above noted agencies via a collaborative partnership to prepare a document entitled *California Workforce Development, A Policy Framework for Economic Growth*. The document sets forth recommendations for California system policies and public policies for a state workforce development plan. This document was adopted by the Board of Governors in November, 1999. The Partnership also fulfilled a state law requiring it to implement and fund six regional collaboratives to test the concept of having

multi-agency partnerships working together to achieve mutually agreed upon goals and objectives for economic development, and for improving the integration and delivery of services to all individuals and employers.

The Unit has represented the Chancellor's Office as one of three "Partners" in California's School-to-Career Partnership. It is an effort to improve public education via infusing a career dimension into K-16 education. This effort includes the State's business and labor leaders, plus the State University and the University of California systems.

The Tech-Prep Education portion of the VTEA State Plan is prepared cooperatively by the California Department of Education and the CCCCO and the funds are administered by the Unit. In the past, funds were split at the state level and the community college portion was distributed to eligible recipients by the Chancellor's Office through Request for Applications. The Unit developed, distributed, and reviewed the RFAs, recommended projects for funding, and provided technical assistance. In the future, Tech-Prep Education activities will be coordinated with the California Department of Education by a Joint Management Team. The Team will be responsible for all aspects of Tech-Prep including the methods that will be used to distribute funds to the Tech-Prep Consortia, the Regional Planning and Technical Assistance Collaboratives, and the Curriculum Leadership Centers (this is described in detail in Chapter 6).

Community college apprenticeship programs are also overseen by the Unit. Community colleges and the California Department of Education have responsibility for the Related Supplemental Instruction (RSI) for all apprenticeship programs approved by the California Division of Apprenticeship Standards. The Unit has other apprenticeship responsibilities which include, but are not limited to: a) determining which community college apprenticeship programs receive RSI funding, b) representing, as needed, the Chancellor as a Commissioner on the California Apprenticeship Council, and c) participating, as needed, on various statewide apprenticeship committee activities.

Economic Development Unit

This unit administers the California Community College Economic Development Program (EDP), which is primarily funded with state and local funds. The broad objectives and eligible activities of the Economic Development Program are to:

- Advance California's economic growth and global competitiveness through quality education and services focusing on continuous workforce improvement, technology deployment, and business development.
- Coordinate a community college response to meet statewide workforce needs that attracts, retains, and expands businesses.
- Develop innovative solutions in identified strategic priority areas for workforce development.
- Identify, acquire, and leverage resources to support local, regional, and statewide economic development.
- Create logistical, technical, and marketing infrastructure support for economic development activities within the California Community Colleges.

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- Optimize employer and student access to community colleges' economic development services.
- Develop strategic public and private sector partnerships.
- Assist communities experiencing military base downsizing and closures.

The majority of the EDP programs concentrate on employer-focused, workforce development projects, and on the employing firm as the primary customer, rather than on the individual worker or student. Through the workforce development activities, many different types of workers are served, including new entrants, new hires and incumbent workers, as well as workers with particularly serious barriers to being hired, retaining their jobs, or moving up a career ladder. A growing economy requires adults to continue improving and upgrading their skills, as well as possibly acquiring new skills to obtain employment in a different occupation. An integrated system, which supports both the competitive goals of employing firms and the lifelong learning needs of workers, is essential. The EDP programs are complementary and enhance those of the Vocational Education Unit, as both units have as objectives improving vocational and technical education and responding to industry needs for quality, responsive career skills development programs.

The 2000-2001 Expenditure Plan for Economic Development indicates that approximately \$34,122,000 of State funds will be expended on over 200 projects administered and implemented by community colleges throughout the State. These projects include: (1) Regional Business Resource, Assistance and Innovative Network Centers; (2) Statewide Network Leadership, Organizational Development, Coordination, Information, and Support Services; and (3) Regional Business Resource, Assistance and Innovation Network Collaboratives.

The EDP Unit proposes to partner the use of its state and local program funds, which are focused on economic development, with the purpose of VTEA funds, which is to develop more fully the academic, vocational, and technical skills of vocational and technical education students. Balancing the needs of students and employers is critical. A portfolio of complementary programs will be developed to meet the range of needs and policy goals of the two programs. The advantages of leveraging and linking the complementary uses of these two programs are many. These linkages will continue to advance California's workforce preparation, education, and training, and improve responsiveness to business needs, the deployment of technology, and delivery of quality professional development activities.

A copy of the organizational structure for vocational and technical education in the Chancellor's Office is included in Appendix 7.

Implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998

In October of 1998, the United States Congress reauthorized and enacted the Federal Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA). This act will provide California with nearly half a billion dollars in federal funding over the next four years. The purpose of the act is to, "...develop more fully the academic,

vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs...” The act requires the State to plan for and implement certain programmatic, expenditure, and accountability activities that must meet Federal requirements.

Many have confused these VTEA requirements as establishing the overall vocational and technical education plan for the California Community Colleges. That belief is incorrect since VTEA is only a subset of the program. However, this subset, while only representing approximately two percent of the overall vocational and technical education program funding, is very important, for these funds must be targeted to the improvement of programs. VTEA funds cannot be used as operational or baseline budget support, and cannot be used to supplant other sources of funds. VTEA does, however, provide critically needed funds to improve, update, and otherwise modernize programs, establish a state performance accountability system, integrate academics and vocational and technical education, imbed technology into the curriculum and instructional delivery, provide faculty and staff training and development, and link the programs to the industry and labor needs of California in the 21st century. Indeed, VTEA requirements reinforce the mission and overall goals for vocational and technical education in the California Community Colleges.

Plans for the Use of VTEA Title I Funds in Community Colleges

The Chancellor’s Office, California Community Colleges, receives Federal VTEA funds through interagency agreements with the California State Department of Education. Under policy direction from the Board of Governors, the Chancellor’s Office is responsible for directly administering the community college portion of the Section 121 State Administration funds, and Section 124 State Leadership funds, and will distribute by approved formula, the Section 132 Local Assistance funds to community college districts with the intended result of achieving the goals and priorities of the State Plan and the local improvement of vocational and technical education programs and services. The use and distribution of the funds will be in accordance with the intent of Congress and for the purpose of improving vocational and technical education programs and developing more fully the academic, vocational, and technical skills of postsecondary students who elect to enroll in vocational and technical education programs. Planning for, conducting, and evaluating program improvement activities will take place at all levels of the community college system, the State, regional areas, local districts and community colleges. At the educational program level, faculty is engaged in planning, conducting and evaluating program improvement activities.

VTEA Funds for State Administration

State administration funds will be matched with General Fund dollars and will be used in accordance with VTEA Section 121 to support State vocational and technical education staff to conduct the following administrative activities:

1. Collaborating, coordinating and consulting with the California State Department of Education on matters related to the development and implementation of the State Plan.
2. Developing and implementing the portions of the State Plan that pertain to community colleges.

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3. Recommending policy direction for vocational and technical education consistent with the State Plan.
4. Preparing guidelines for local plans and applications for funds and reviewing and approving local plans and local applications.
5. Monitoring and evaluating vocational and technical education program effectiveness and determining compliance with the Perkins Act.
6. Providing technical assistance to eligible recipients on State Plan implementation and evaluation.
7. Providing technical assistance to eligible recipients regarding Federal VTEA requirements and compliance.
8. Collecting data factors needed for the allocation of VTEA funds to eligible recipients and preparing local district allocations.
9. Distributing VTEA funds to local community college districts according to the approved allocation formula.
10. Developing and disseminating information on community college vocational and technical education programs, and coordinating and cooperating with other agencies and other programs for the purpose of preventing unnecessary duplication of programs and maximizing resources.

VTEA Funds for State Leadership

The Chancellor's Office will use state leadership funds in accordance with Section 124 of VTEA for the purpose of improving vocational and technical education programs. Activities will concentrate in the five major categories of performance accountability, curriculum development, professional development, student support structures, and partnership development. Funds will be made available to support a variety of activities and special projects which will be designed to address State Plan priorities. State staff will conduct, arrange, and/or facilitate some of the leadership activities. Most activities and projects will be conducted through funded contracts that will result from a competitive request for application process. The VTEA required set-aside for supporting activities to serve individuals in state institutions will provide funds to annually establish and fund interagency agreements with these institutions for leadership activities to initiate, improve, and expand vocational and technical education programs. Prior to funding the annual interagency agreements, the institutions shall submit a report that describes outcomes from the previous year's activities and an annual plan outlining their activities and expected outcomes. The VTEA required set-aside for nontraditional training and employment will fund activities to improve and expand training in programs that are nontraditional as determined by gender enrollment, and California occupations for which individuals of one gender comprise less than 25% of the individuals employed.

Following are State Leadership priorities and specific activities planned to be implemented and/or completed during the period of the State Plan. These have been grouped into five major categories.

1. Performance Accountability: Activities will be directed toward the implementation and operation of the community college portion of the postsecondary VTEA performance accountability system. This will include determining performance indicators, levels of performance and performance

goals, and maximizing the utility of accountability information by providing local districts with data and other information which can be used by faculty and administration to improve student performance. The accountability process will be coordinated with other accountability requirements including those of the Workforce Investment Act (WIA). Activities will include:

- Research of state and local vocational and technical education program improvement practices will be conducted. Among expected outcomes will be descriptions of local practices, how effective the practices are in improving student performance, and strategies developed and recommended on how to improve the practices.
 - With cooperation of local college and district personnel, a plan will be developed for providing improved technical assistance and other support to assist community college staffs in gaining a better understanding of the federal performance accountability system and assessment and accountability data, including data on statewide core measures and levels of performance. The plan will recommend strategies to improve the use of assessment and accountability data, particularly regarding methods to identify and prioritize program improvement needs and funding.
 - As part of the plan to improve the use of assessment and accountability data and other information, a resource guide will be developed on use of these data to improve vocational and technical education instruction, curricula, services, and support activities.
 - Master trainers will be commissioned to conduct a series of workshops to prepare local district personnel on uses of assessment and accountability data as well as to prepare these local district personnel to train others, particularly faculty and instructional support staffs, on the uses of these data.
2. Curriculum Development and Improvement: Activities related to this goal will concentrate on reviewing, upgrading and improving curriculum currency, value, rigor, and delivery of instruction and, where business and industry needs dictate, developing new courses and programs that satisfy needs of changing and emerging occupations. Curriculum development and improvement will be linked to occupational disciplines and must be based upon the integration of up-to-date industry standards. Improving the quality of vocational and technical education programs and courses will include the integration of academics, SCANS competencies, and other generic skills. Activities will include:
- The integration of academic and vocational and technical education will be advanced through the application of applied problem solving, work-based learning, and rigorous academic study.
 - Curricula will be designed, upgraded and/or modernized to require high standards, lead to useful awards, certificates, and degrees, and meet consumer and labor market needs.

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- Curricula will be improved to increase student competencies in literacy, occupational skills, information technology, global concepts, and all aspects of an industry.
 - The delivery of instruction will be modified to provide learning at times and places, and with methods that meet the widest possible range of student needs and interests.
 - The integration of technology throughout the curriculum and instructional delivery system will be maximized.
 - Assessment, research, and accountability data will be used to modify or develop curriculum and related services.
 - Concept papers will be solicited from a variety of sources, including the Academic Senate, to develop industry-based statewide initiatives linking secondary education, community colleges, California State Universities, the University of California, industry and labor. These initiatives will result in jointly developed continuums of vocational and technical education curricula that are articulated throughout the various sectors and result in diplomas, certificates, and degrees that indicate occupational competencies and are recognized by employers.
 - Exemplary instructional strategies for meeting the unique needs of special populations and which assist them in succeeding in vocational and technical education programs will be developed and disseminated.
3. Professional Development: A major thrust will be directed toward ensuring that faculties are current with industry standards and have the resources to teach to industry standards. Efforts will be directed toward increasing the number of faculty engaged in integrating academic and vocational and technical education, implementing work-based learning, using technology in the curriculum and in the delivery of instruction, and assisting special population students in gaining access to and achieving success in vocational and technical education programs. Provisions will be made for the inclusion of administrators, all faculty, counselors and local district board members in appropriately designed professional development activities. Local educational personnel and representatives of various state level organizations such as the Academic Senate, CCCAOE, State Advisory Committees and Regional Consortia, as well as representatives of business and industry, will assist in the identification of priorities for professional development activities. These individuals and groups will also assist in the design and delivery of professional development programs and activities. Activities will include:
- A comprehensive professional development program that covers all aspects of vocational and technical education will be designed, implemented, and evaluated. The design and implementation of the program must have active involvement of vocational and academic faculty, administrators, counselors, student support staff, and instructional support staff.

- Professional development activities for vocational and technical education faculty that incorporate state-of-the-art curriculum materials and information and instructional strategies and methodologies will be provided.
 - Opportunities for professional development for faculty, administrators and staff that build upon the sharing of instructional and discipline-specific best practices and exchanges with industry experts will be provided.
 - Professional development will be provided to local staff on skills and strategies to serve special populations, and how to encourage and support the participation of students in nontraditional programs.
 - Professional development will be provided faculty, counselors, administrators, and support staff on strategies for improving and expanding collaboration and linking of resources with other planners and deliverers of vocational and technical education programs and services, including secondary education, economic development, WIA agencies, and One-Stop delivery systems.
 - Evaluations of professional development programs will be conducted to determine the degree to which they satisfy needs and result in recommendations as to how programs can be improved.
4. Student Support Structures: Activities will be directed toward increasing access to and success in vocational and technical education of all students who elect to enroll in vocational and technical education programs, particularly members of special populations, through a variety of support structures and services (e.g., assessment, counseling, matriculation services, English as a second language, basic skills instruction, adult noncredit instruction, learning laboratories, tutorials, and assistance with study skills). Up-to-date information regarding the job market and employment and job skills requirements will be developed and made available to counselors, librarians, and other instructional support personnel to assist students make informed choices on career decisions. Where appropriate, information regarding community college vocational education programs and services, job market information, and employment and job skills requirements, will be made available through the One-Stop delivery systems. Additional support for students in gaining knowledge regarding specific industry clusters and acquiring leadership skills will be provided through student organizations and other student leadership activities. Activities will include:
- Projects will be conducted to develop materials and train administrators, faculty, counselors, and student support staffs to assist students who are members of special populations gain access to and succeed in quality vocational and technical education programs. Where appropriate, such materials will be available through the One-Stop delivery systems.

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- Projects will be conducted that support innovation in and improvement of comprehensive student support services and/or case management systems designed to assist students who elect to enter, progress in, and complete vocational and technical education programs.
 - Access to vocational and technical education by low income and other historically underrepresented groups will be increased by improving access to financial resources and other student support services.
 - The development of student leadership skills will be supported through their participation in student leadership activities including vocational and technical education student organizations.
5. Partnership Development: Efforts will improve linkages, cooperation, and collaboration among a variety of partners to produce responsive solutions to workforce development needs. Vocational and technical education partners include secondary and postsecondary education, business, industry, labor, state and local government, community representatives, and representatives of the many organizations that have as their goal the improvement and expansion of vocational and technical education, workforce development, and the economic development of the State. Activities will include:
- The Community College Vocational and Technical Education Regional Consortia will be used as a statewide infrastructure for improving communication, increasing the visibility of both vocational and technical education and economic development, sharing best practices, conducting regional planning and implementing state directed leadership projects to build state, regional, and local capacities. The Consortia will assist in the communication and coordination of planning and implementation activities related to vocational education and WIA within the various regions.
 - Linkages between the Academic Senate, the Community College Vocational and Technical Education Regional Consortia, the Statewide Vocational Education Advisory Committees and the California Community Colleges Economic Development Program Executive Committee will be developed. A joint planning sub-committee will be established to recommend strategies for building an appropriate interface for identifying priorities, funding activities and projects, and implementing State Leadership projects which have joint VTEA and Economic Development funding. Such an interchange should add strength and value to the purposes of both programs and build the capacity of both programs to better serve and prepare the State's workforce and contribute to the economic development of the State.
 - The Statewide Vocational Education Advisory Committees will be redefined as industry-led advisory committees developed for each of the major industry clusters. These committees should play important roles in industry standards, program review, ensuring high standards and currency of curriculum, and evaluating the usefulness of certificates and degrees. Committees should consist of members from industry, secondary education,

adult education, and community college education, and should strengthen existing linkages to the Academic Senate, Regional Consortia and appropriate vocational and technical education and/or business and industry associations.

- In addition to the industry-lead advisory committees, four statewide vocational education advisory committees covering Special Populations, Career Development, Work-Based Learning and Placement, and Vocational Education Research and Accountability will be continued. These committees serve as important liaisons to the statewide industry-based advisory committees and regional consortiums by promoting, respectively, access and success of students who are members of special populations, career development support, work-based learning and placement of program completers, and research and implementation of the accountability system. The committees should strengthen existing linkages to the Academic Senate, Regional Consortia, Economic Development, and appropriate professional associations.
- The linkages among secondary education, all segments of higher education and among the State's industry, business, labor and government sectors, including State and local WIA agencies, will be developed and/or strengthened to create partnerships that will identify and address workforce development issues and recommend responsive solutions.
- Selected state leadership program improvement contracts and grants will be jointly funded and administered with the State Department of Education. Joint administration will lead to stronger program articulation, other program improvement goals, and better utilization of federal funds.

Within each of these five categories, and where consistent with the planned activity, all efforts will have as major purposes, increasing access to and success in vocational and technical education by students who are members of special populations, and improving and expanding the preparation of students for nontraditional employment. Efforts will also be directed toward integrating and increasing the use of technology in the programs by faculty and students.

VTEA Funds for Local Community College Vocational and Technical Education Programs

The purpose of VTEA is to improve vocational and technical education programs. To meet the plans for the uses of VTEA funds, local community colleges will build on existing state requirements and local planning structures. Districts and colleges already have in place program planning and review structures to meet most of the federal requirements.

Under VTEA, districts must determine how the Federal funds can most effectively be used to improve vocational and technical education programs. Data from the VTEA performance accountability system and new and existing evaluation and assessment activities will be obtained and analyzed in order that informed decisions can be made and priorities for program funding can be identified.

State Requirements

Before local community college districts can implement vocational education programs, they must follow certain *California Education Code* requirements. Section 78015 requires the local governing board, prior to establishing a vocational or occupational training program, to conduct a job market study of the labor market area which the district serves. The study must use available labor market information. A supply analysis of existing vocational and occupational education programs for adults maintained by high schools, community colleges, and private postsecondary schools in the area must also be conducted to ensure that the anticipated employment demand for students in the proposed programs justifies the establishment of the proposed program. The local governing board of the community college district shall determine whether or not the study justifies the proposed vocational education program.

Once implemented, Section 78016 of the *Code* requires that every vocational or occupational training program offered by a community college district be reviewed every two years by the district's governing board and that a written report of the findings be made available to the public. This is to ensure that each program meets a documented labor market demand, does not represent unnecessary duplication of other workforce development programs in the area, and is of demonstrated effectiveness as measured by the employment and completion success of its students. Any program that does not meet these requirements shall be terminated within one year.

This required review process shall include the opportunity for review and comments by the local Private Industry Council (PIC) prior to any decision by the local governing board. (Note: the Workforce Investment Act of 1998 has eliminated the PICs and established Local Workforce Investment Boards. The Local Workforce Investment Boards might assume this responsibility.)

Operational Aspects

Colleges may also use results of Western Association of Schools and Colleges accreditation, any specialized vocational education program accreditation, and reviews made by any vocational education program advisory committees that exist for the college. Not only can this information be used in determining VTEA priorities, it will also help districts and colleges make decisions regarding several operational aspects including:

- Is there a need to modify courses/programs, design new courses/programs, or drop courses/programs?
- Is the scope, rigor, substance, currency, skill standards and sequencing of courses in programs appropriate and are labor market needs addressed?
- Is there a need to seek program/course approval and, if so, is the approval needed at the local, regional, and/or state level?
- Are the courses/programs being delivered at a time and place and in a manner that meet the widest possible range of student or consumer needs and interests?

- Do the certificates and degrees have credibility and are they accepted by employers and/or higher education?
- Is there evidence of an appropriate increase in student performance based upon the core indicators and state adjusted levels of performance?

If the program assessment and evaluation process results in the need to implement new courses and/or programs, this must be done in compliance with the *California Education Code* and the *California Code of Regulations, Title 5. The Curriculum Standards Handbook*, prepared by the Curriculum Standards and Resource Unit of the Chancellor's Office, provides the legal and procedural requirements for program and course approval, including vocational and technical education programs and courses. Community college academic senates are engaged in local policy determination, making recommendations on vocational and technical education matters through the campus and district shared governance process.

Guidelines for VTEA Four-Year Local Plans, Annual Expenditure Plans, and Annual Performance Reports

The local plans and local use of funds are regulated by two sections of VTEA, Section 134 which indicates the requirements of local plans, and Section 135 which indicates requirements and permissive uses of funds at the local level. The Vocational Education Unit of the Chancellor's Office will prepare guidelines for the development of VTEA four-year local plans, annual expenditure plans, and annual performance reports for vocational and technical education program improvement. These guidelines will outline the various steps that districts must complete in order to describe plans, utilize funds, and report on the evaluation required by Section 135(b)(5).

As districts are developing local plans, they must also be aware of the requirements of WIA. This legislation makes community colleges, as recipients of VTEA funds, mandatory partners in the One-Stop service delivery system. As such, there are certain partnership responsibilities that may influence how resources are utilized. A Program Memorandum from the Office of Vocational and Adult Education indicates that, "The Department wishes to emphasize that the responsibilities established by Title I of WIA are not secondary or subsidiary to the responsibilities and requirements established by Perkins III. The requirements of both Title I of WIA and Perkins III must be satisfied. Eligible agencies and recipients of funds under Perkins III Section 132 must design their programs and plan for use of the funds in a manner that will enable them to satisfy both sets of requirements."⁵ The memo recommends that, "By working together, One-Stop partners will be able to achieve collectively goals that each partner could not accomplish by working independently."

Districts will prepare their four-year plans and annual expenditure plans based upon the allocation received as provided by Section 132 of VTEA. Districts will have considerable flexibility in using VTEA funds for program improvement as long as the following six conditions are met:

⁵ Program Memorandum – OVAE/DVTE-99-11 from the U. S. Department of Education.

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1. An evaluation of programs assisted with Perkins funds, and an assessment of student success has been conducted, including an assessment of how the needs of special populations are being met.
2. Based upon the evaluation and assessment, funding priorities for program improvement have been identified which focus on the improvement of vocational and technical education programs and student performance.
3. Program improvements build on existing state and local planning and review processes, including the state performance accountability system required by Section 113.
4. Districts must first satisfy the required uses of funds, as indicated in Section 135(b) of VTEA, before using funds on permissive uses, as indicated in Section 135(c). The primary focus of activities will be on the eight required uses of funds.⁶
5. VTEA funds are used to supplement, and not supplant, non-federal funds used to carry out vocational and technical education activities. (Section 311)
6. VTEA requires that no more than 5% of the Federal funds received can be used for administrative costs associated with the administration of activities assisted with the Federal funds. [Section 135(d)]

Local districts will prepare and submit a four-year local program improvement plan covering the period 2000-2001 through 2003-2004, and annual expenditure plans. Local plans will be reviewed and approved by the Vocational Education Unit according to VTEA requirements. A copy of the *Guidelines for Preparing the 2000-2004 Local Plan for Title I, Part C Funds, Carl D. Perkins Vocational and Technical Education Act of 1998* is included in Appendix 8.

Local districts are responsible for preparing an annual performance report related to the use of VTEA funds. These reports will satisfy Section 134(b) plan content requirements of having an independent evaluation of the performance of the eligible recipient, and Section 135(b)(5) requirements for uses of funds of evaluating programs carried out with VTEA funds, including an assessment of how the needs of special populations are being met.

Existing Partnerships and Linkages for Program Improvement

In addition to the policy direction and consultation bodies, the Chancellor's Office relies on partnerships and linkages with several groups and advisory committees that provide valuable recommendations and assistance in the assessment, development, and implementation of vocational and technical education programs and services.

Community College Vocational and Technical Education Regional Consortia

The successful implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA) is challenged by California's large and diverse population, and by the vast geographic distribution of the state's educational institutions. The Act will need to serve the educational needs of an economy which, to a large degree, is regionalized, and includes such industries as the natural

⁶ Record 20, OVAE Questions and Answers, VTEA, Issue #5.

resource based industries in the northern part of the state, the agricultural based industries of the Central Valley, the computer based industries of Silicon Valley, and the media industry in the southern part of the state.

To help accommodate the educational needs of the state, the 107 community colleges have been grouped into 10 regions. The ten regions have been organized into the Community College Vocational and Technical Education Regional Consortia to provide a variety of services and activities that support the coordination and improvement of programs. The number of colleges, as well as the geographic scope, varies in each region. Not only are the Consortia concerned about the vocational and technical education needs of the state, the focus of each consortium is adapted to take into account regional educational needs. The Regional Consortia play an important role in the overall workforce and economic development effort of the State.

The Regional Consortia provide a structure and a process by which significant accomplishment of the goals of the VTEA State Plan, particularly the statewide leadership goals, can be achieved. The Consortia, which were established in 1994 and which are now supported with VTEA State Leadership funds as well as State Economic Development funds, have been successful in facilitating communication between the field and the State Chancellor's Office, identifying issues and needs, and implementing the VTEA statewide leadership goals on a statewide and regional basis.

The Regional Consortia are a particularly effective and efficient process for bringing statewide leadership initiatives to the regional and local level by offering informational meetings, communication, training, and field-based feedback on an ongoing basis. The Consortia will be able to continue assisting the state in implementing the VTEA State Plan by:

1. Promoting Collaboration Among Colleges, Secondary Education, and Other Agencies within a Region. Through the regional structure, colleges have become accustomed to working with each other, and with other agencies, in identifying problems and creating solutions. The regions provide a clearinghouse for state and regional information and help ensure that unnecessary duplication of programs does not occur. Because of their existing regional capabilities, the Consortia will be used to promote collaboration among WIA One-Stop partners and to disseminate strategies on how to best work with the Local Workforce Investment Boards. Likewise, the regions provide a structure colleges can use to collaborate with business and industry groups. Through the Consortia, colleges often can present a common front and provide a single point of contact.
2. Sponsoring Professional Development Events. The Consortia sponsor numerous professional development activities that address state and regional priorities. The Consortia serve as brokers for regional professional development activities.

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3. Disseminating Best Practices. Best practices are identified through surveys and discussion and disseminated within the regions and statewide by dissemination platforms.
4. Providing Communication. The regional structure offers a ready-made communication network for disseminating the new VTEA State Plan, outlining the implementation issues, and informing the community colleges regarding new local plan, application and reporting requirements. To facilitate communication, a web page, an e-mail system, and links with the administrative and faculty associations throughout the state are maintained.
5. Supporting Special Populations and Training and Employment in Non-Traditional Careers. The Regional Consortia can provide best practices and professional development to promote the success of local programs in serving special populations. The promotion of preparation and employment in non-traditional careers is supported by bringing practitioners together on a regional basis, highlighting best practices, and providing training in marketing programs, and providing specialized support services.
6. Connecting the Vocational and Technical Education and Economic Development Missions of the Colleges. The Regional Consortia provide a forum where state and regional economic development trends, workforce development studies, and industry standards can be discussed and acted upon.
7. Recommending Policy and Funding Priorities. The regions provide one example of an "at the ready" mechanism for obtaining input and communicating it to the State Chancellor's Office. Policy and funding recommendations can be obtained through a variety of methods including, for example, open question and answer forums with Chancellor's Office staff at regularly scheduled regional meetings.
8. Providing Access to and Awareness of Programs. The Regional Consortia market programs on a regional basis. This enhances awareness by business, industry, and the public of the easily accessed, cost-effective, and state-of-the-art programs offered by the community colleges.

Membership in each consortium is by colleges within the region. The Consortia advisory committees include chief executive officers of community college districts and colleges, chief instructional officers, vocational education deans, administrators of economic development programs, and faculty selected by local academic senates.

During the period covered by this plan, operations of the Regional Consortia will be reviewed by the Chancellor's Office, and recipients of services, with the goal of improving the nature, quality, and extent of services provided.

Statewide Vocational Education Advisory Committees

In order to have a process for direct linkages between faculty and administrators with representatives from business, industry, and labor on a statewide basis, the Chancellor's Office has established a state-level vocational education advisory committee structure. Ten advisory committees are currently under operation. Most of the advisory committees concentrate on discipline-specific issues. All committees are concerned with the improvement of vocational and technical education programs and services, the needs of vocational education students, and the competencies required by employers. One committee concentrates on the unique and particular needs of students who are members of special populations and the provision of support services for these students. Although all committees are concerned with program evaluation, one committee has as its primary function research, accountability, and evaluation. The Research and Accountability Advisory Committee was responsible for the development of the recommended community college core indicators and levels of performance included in Chapter 5 of this plan. Other committees were responsible for several of the state leadership program improvement priorities covered earlier in this chapter. Committees prepare various reports of findings including year-end reports that contain recommendations for funding state-level special projects designed to improve vocational and technical education. The committees assist in the development of specifications for state-level program improvement projects. Recommendations from the committees go through the consultation process for consideration.

Each committee has approximately 15 members, with the option of additional representatives when needed. Membership includes representatives of business, industry, and labor, as well as educators from community colleges, four-year institutions, and secondary education. Faculty representatives are approved by the Academic Senate. Appropriate agencies and associations nominate business and industry representatives.

The ten current statewide advisory committees are:

- Agriculture and Natural Resources
- Business Education
- Career Development
- Family and Consumer Sciences
- Cooperative Work Experience Education and Placement
- Health Careers
- Applied Technology
- Public Safety Occupations
- Special Populations
- Vocational Education Research and Accountability

The existing committee structure, functions, and guidelines for operation will be reviewed during the 2000-2001 program year. The intent of the review will be to maximize the committee's abilities to advise on: (1) the currency of curricula and instruction; (2) how the community colleges can meet the needs of emerging

industries and occupations; (3) how those industries undergoing rapid changes and thus potentially rapid changes in skill requirements can be identified; and (4) how the integration and expansion of technology can best be accomplished. There will be an increased emphasis on having the advisory committees represent industry clusters.

At a minimum, the Industry-Based Statewide Vocational Education Advisory Committees will provide statewide leadership in the following areas:

- Promote professional, curriculum, and partnership development responsive to recognized industry standards.
- Recommend funding priorities for industry-based state leadership projects and Request For Application (RFA) specifications in professional development, curriculum development, partnership development and student leadership. In addition, provide ongoing review of RFA specifications and award process and make recommendations for approval.
- Promote strategic planning and greater funding stability. Conduct both short-term and long-term needs assessments and explore extending the RFA funding cycle.
- Assist the state in assuring that community college vocational and technical education programs are responsive to industry standards and consumer needs and adhere to federal and state policies.

At a minimum, the Statewide Vocational Education Advisory Committees for Career Development, Cooperative Work Experience Education and Placement, and Special Populations will provide statewide leadership in the following areas:

- Recommend funding priorities and RFA specifications for state leadership projects.
- Identify best practices, standards, program issues and necessary program development.
- Investigate alternative delivery systems that utilize technology.
- Promote professional development and curriculum development activities that are responsive to statewide need.
- Identify partnership opportunities and mechanisms to maximize program effectiveness.

The Vocational Education Research and Accountability Advisory Committee will provide recommendations in the following areas:

- Vocational education research and accountability issues.

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- Implementation of the accountability provisions of VTEA (Section 113), including the core indicators and negotiated levels of performance.
- Design and implementation of core indicator program level reports that facilitate local planning and continuous program improvement.
- Policy development and/or implementation of guidelines that will facilitate alignment of State and Federal vocational education and workforce improvement accountability requirements.

The next chapter addresses the issue of California's responses to the accountability requirements of the Perkins Act.

Chapter Five

Accountability and Evaluation

A major theme of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) is accountability. California must report on the progress of students completing vocational course sequences designed to provide them with the academic knowledge and technical skills needed for further education and career success. Specifically, California must measure student outcomes in four core areas:

- Academic and occupational skill attainment.
- School completion.
- Placement in postsecondary education, employment, or the military.
- Participation and completion in nontraditional programs.

To assure continual progress toward improving the educational outcomes of vocational populations, California must negotiate with OVAE to set or adjust performance targets for each of the measures contained in the State Plan. Once agreement on a level of performance is secured, the state is responsible for meeting or exceeding its targets over time. Should the state fail to meet its stated levels of performance, California will be expected to develop and implement state and local program improvement plans to avoid federal sanctions, which can include the loss of part or all of the state's Perkins III funding.

To address Perkins III accountability requirements, experts from the California Department of Education and California Community Colleges have met, separately and as a team, to draft measures that will satisfy federal reporting requirements. Both agencies are committed to addressing the issue of accountability in ways that are mindful of the burdens of data collection, useful to local educational agencies in improving their programs, and in compliance with the federal mandate. The next few pages provide an overview of the accountability mechanism, with more detailed analyses appended.

Building on California's Accountability and Performance Management System

California plans to build on its current statewide data system to meet the accountability requirements contained in Perkins III, as well as to improve on state and local agency capacity to use data for program improvement purposes. To enhance the validity and reliability of state data collection activities, over time California will reassess and, where appropriate, adopt new measures and data collection instruments to better assess student and program outcomes. The measures contained in this State Plan offer the best approaches currently available to collect accountability data called for in the Perkins III legislation.

Concurrently, the State is working to improve the quality of student data and the coordination of information exchange across education and workforce systems. At the secondary level, the State is in the process of piloting the California Student Information System (CSIS), an electronic, student-level data system that will include information on youth participating at all levels in vocational education. It is anticipated that, over time, local education agencies will report data directly to the CSIS system, eliminating the need for independent vocational data collection.

As part of the CSIS development, state administrators from the California Department of Education and California Community Colleges are working to improve the transfer of student information across agencies. A joint task force, composed of representatives of the secondary, adult, and higher education systems, is continuing to meet to align definitions across agencies, to coordinate CSIS data base development, and to explore the potential for linking secondary and higher education student records.

Performance Measurement System for Secondary, ROC/P and Adult Education Programs

California does not presently possess a centralized, student-level information system for these programs. Accordingly, data reported for Perkins III will be collected from local education agencies using a variety of data collection instruments. For most indicators, the State will collect data on student participation in vocational programs using local level surveys. In May of each year, local education agencies will be sent a reporting matrix that asks for vocational enrollment data in general, and vocational program completers in particular, who meet the criteria developed by the state for each core indicator. Each January, follow-up data will be collected on secondary and adult vocational program completers.

The state will also collect outcome data on special populations participating in and completing vocational programs, adult students, and students in Tech-Prep programs.

Identifying a Threshold Level of Student Participation

For federal accountability purposes, a secondary vocational program completer is defined as a student who has completed a capstone vocational course—typically the third in a sequence of courses offered in a vocational program area. Completion of a capstone course signifies that a student has gained the skills and proficiencies needed for successful entry-level employment and/or further education.

Use of the capstone course criterion is intended as a transitional measure. Initially, the state planned to base vocational program completion on students completing a sequence of three courses in a vocational program area. Conversations with local data administrators revealed, however, that most local agencies would be unable to use their existing data systems to assess longitudinal coursework. The state plans to adopt the vocational program sequence measure as the data reporting capacity improves among local agencies. As such, it is possible that some students may complete a capstone vocational course without taking earlier coursework in the sequence.

The state will also report separately, where appropriate, on adults enrolled in ROCPs and adult education who complete coursework in a vocational program area.

Reporting Local Data to the State

Local education agencies will report data on students taking one or more vocational courses, on vocational program completers, on special populations, and on Tech Prep students. The state will provide local education agencies with guidelines to help administrators link vocational program sequences with specific industry sectors. Data will be aggregated across local vocational program areas and crosswalked into the 16 broad career areas defined by OVAE. Data will also be collected and reported separately on adult students participating in vocational programs.

Indicators of Performance¹

Core Indicator 1A: Academic Skill Proficiencies

Legislation: Student attainment of challenging State-established academic skill proficiencies.

Performance Goal: To increase the number of vocational completers who attain challenging academic proficiencies.

Premise: Vocational and technical education students completing a vocational program sequence and exiting from high school need a solid foundation of academic skills to be prepared to benefit from further education and training and to succeed in their careers. To ensure that classroom instruction emphasizes fundamental academic skills, the California State Board of Education has adopted statewide content and performance standards for language arts, mathematics, history-social science, and science, and is in the process of developing new standards in other subject areas. The state is also in the process of developing curriculum frameworks and instructional materials to ensure that classroom instruction and student assessment are tied to state-adopted standards.

Proposed Measure: The cumulative grade point average of 12th grade vocational program completers as of June 30 of their senior year. This measure is intended as a transitional measure until data from the new high school graduation exam and/or augmented STAR exam are available. (See Appendix 9 for a full discussion.)

Core Indicator

- The state will increase the percentage of 12th grade vocational program completers who earn a cumulative grade point of 2.5 or higher.

Level of Performance: At the state level, 60% of vocational program completers will earn a cumulative grade point average of 2.5 or higher by the 2003–04 academic year (where A=4.0). Since the state does not presently have cumulative grade point average data on vocational program completers, the state will adjust this level of performance in December 2000, when data on student performance become available.

Until then, as a transitional measure of academic attainment, the state is planning to assess the percentage of students who complete a vocational program after enrolling in any vocational coursework. While the state recognizes the limitations of this assumption, this approach will enable the state to provide reasonably accurate baseline numbers by October 1, 2000, when initial estimates are due to OVAE. Based on 1998-99 data, the state has identified that 14.0% of all students complete coursework in a vocational program area after enrolling in any vocational course.

¹ See Appendix 9 for additional information on secondary measures of performance. Also see Appendix N for the OVAE final agreed-upon baseline and adjusted levels of performance for 2000-2001.

Core Indicator 1B: Occupational Skill Proficiencies

Legislation: Student attainment of challenging State-established vocational and technical skill proficiencies.

Performance Goal: To increase the number of vocational program completers who attain the vocational skills they need to pursue further education or work.

Premise: Vocational and technical education students who have completed a vocational program sequence are likely to possess the requisite skills they will need to succeed in further career training or in the marketplace. These skill proficiencies, which include a knowledge of basic workplace skills and advanced technical skills, are embedded in the instructional content of vocational program courses—students who complete a vocational program sequence are most likely to receive the greatest benefit from these skills.

As such, the focus of this measure will be on increasing the number of students who complete a capstone course in a vocational program sequence, after taking at least one vocational course in any vocational program area. Note that this is a transitional measure. As local data collection capacity improves, the state will consider using as a base the number of students completing two courses within a given program area, with the expectation that students who concentrate in a vocational area (i.e., take two courses) should go on to complete their coursework. Where data is available, secondary student performance on vocational area exams will be used to quantify the level of student skill acquisition.

Completion of vocational training is particularly important for adult learners, who must often enter or return to the workforce immediately upon completing their training. Accordingly, the state will seek to increase the number of adults who earn a Certificate of Completion after meeting the threshold level for participation in a vocational program area.

Proposed Measure: Vocational program completion.

Core Indicators

- The state will increase the percentage of 12th grade secondary students who complete a vocational program sequence after completing a vocational course in any vocational program area, as of June 30 of their senior year.
- The state will increase the percentage of adult ROC/P and adult education students who earn a Certificate of Completion.

Level of Performance:

Secondary program completion. The state does not presently have data on the percentage of 12th grade secondary students who complete a vocational course in any vocational program area. As a transitional measure, the state has identified that 14.0% of all students complete coursework in a vocational program area after enrolling in any vocational course. The state will adopt new measures and revise its levels of performance in December 2000, when data on 12th grade student performance will be available.

Adult certification. The percentage of adults earning a Certificate of Completion will increase from 43.8% to 55% over the five years of Perkins III. The level to be established will be based on collection of 1999-2000 base year data that will be available in December 2000. Until then, the state is planning to use 1998-99 adult vocational program completion data as a transitional proxy measure of occupational attainment. Since most, if not all, adults who complete a vocational program in an ROC/P or adult education are awarded a Certificate of Completion, the preferred measure, this approach will enable the state to provide accurate baseline numbers by December 2000. As a baseline transitional measure, the state has identified that 79.3% of all adults complete a vocational program after taking initial coursework in an ROC/P or adult education.

Core Indicator 2: Secondary School Completion

Legislation: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Performance Goal: To increase the percentage of students who complete their education.

Premise: A high school diploma or its equivalent is a foundation award that is essential for students to gain access to further education or career opportunities. There is also considerable evidence that not completing a high school education can place an individual at a disadvantage in the labor market. The focus of this measure will be on increasing the number of vocational program completers who graduate from high school.

Proposed Measure: Award of a diploma or its equivalent to secondary students.

Core Indicator

- The state will increase the percentage of 12th grade vocational program completers who receive a secondary school diploma or its equivalent by June 30 of their senior year.

Level of Performance: The percentage of 12th grade vocational program completers who graduate from high school will equal or exceed 89.4% in 1999-2000 and increase to 92.0% by the 2003-04 academic year. This level of performance will be revised in December 2000, when data on student performance will be available.

Core Indicator 3: Placement in Postsecondary Education, Employment, or the Military

Legislation: Placement in postsecondary education or advanced training; placement in employment; placement in military service.

Performance Goal: To increase the percentage of vocational program completers who are placed in postsecondary education or training, military, or employment.

Premise: Students who complete their vocational and technical education programs should go on to advanced education or job training, or for those who do not wish to continue their education, secure employment that will allow them to support themselves. This measure will assess the percentage of vocational program completers who are positively placed in the 6 months following program completion.

Proposed Measure: Local follow-up of secondary and adult students completing vocational programs, reported by placement in postsecondary education, military, or employment.

Core Indicators

- The state will increase the percentage of secondary vocational program completers who are placed in further education, employment, or the military within 6 months following program completion.
- The state will increase the percentage of adult ROC/P and adult education vocational program completers who are placed in further education, employment, or the military within 6 months following receipt of a Certificate of Completion.

Level of Performance: The placement rate for secondary vocational program completers will meet or exceed 69.1% in 1999-2000 and increase to 75.0% by the 2003-04 academic year. This level of performance will be revised in December 2000, when data on student performance will be available.

The placement rate for adult vocational program completers will meet or exceed 57.2% in 1999-2000 and increase to 63.0% by the 2003-04 academic year. This level of performance will be revised in December 2000, when data on student performance will be available.

Core Indicator 4: Nontraditional Programs

Legislation: Student participation and completion of vocational and technical programs that lead to nontraditional training and employment.

Performance Goal: To increase the rates of participation and completion of males and females in industry clusters preparing students for occupations in which one gender constitutes less than 25% of those employed.

Premise: Many occupations are disproportionately represented by one gender. The State will focus on increasing the representation of women and men within industry cluster areas that are associated with occupations in which they are underrepresented.

Proposed Measure: Nontraditional student enrollment in, and completion of, vocational programs within industry clusters.

Core Indicators

- The state will increase the percentage of females at the secondary level participating in male dominated industry clusters and males at the secondary level participating in female dominated industry clusters associated with nontraditional employment.
- The state will increase the percentage of females at the secondary level completing male dominated industry clusters and males at the secondary level completing female dominated industry clusters associated with nontraditional employment.
- The state will increase the percentage of adult females enrolled in ROC/P participating in male dominated industry clusters and adult males enrolled in ROC/P participating in female dominated industry clusters associated with nontraditional employment.
- The state will increase the percentage of adult females enrolled in ROC/P completing male dominated industry clusters and adult males enrolled in ROC/P completing female dominated industry clusters associated with nontraditional employment.

Level of Performance: The percentage of females and males participating in industry clusters associated with nontraditional employment will rise from 16.1% in 1999-2000 to 20.0% by the 2003-04 academic year. The percentage of females and males completing programs in industry clusters associated with nontraditional employment will rise from 23.1% in 1999-2000 to 25.0% by the 2003-04 academic year. This level of performance will be revised in December 2000, when data on student performance will be available.

Higher Education Performance Measurement System

The California Community Colleges system presently maintains an electronic, student-level information system that includes the social security number as a unique student identifier. Accordingly, the higher education system can collect and report student participation and completion data while students are enrolled in community colleges, and track student transitions into the California State University and University of California systems, the military or the workforce. The state will also collect outcome data on special populations participating in and completing vocational programs, adult students, and students in Tech-Prep programs.

Identifying a Threshold Level of Student Participation

For federal accountability purposes, a higher education vocational program participant is defined as a student who has, within the previous five years, completed a minimum threshold of 12 or more units of related coursework in a vocational or technical program area (defined as a two-digit TOP² code). While this criterion can be used to establish a minimum level of student participation in a program, the state has focused its analyses on different student populations for different measures, in part to address system-wide performance goals. A reading of the measures will provide the information needed to interpret the data.

The state will also report separately, where appropriate, on adults enrolled in community college noncredit courses who complete coursework in a vocational program area. For noncredit completion and skill attainment, the State is currently implementing local data collection processes to report certificates of completion and course Open-Entry, Open-Exit (OEOE) status under the existing statewide MIS system. At least two years will be needed to facilitate the local level implementation and statewide collection of the OEOE status.

Reporting Local Data to the State

Higher education institutions will collect and report data by vocational program area (TOP). Data will be aggregated across vocational program areas for federal reporting purposes; however, the state will provide program area information to individual institutions to assist them in conducting internal program improvement efforts. Data will also be collected and reported separately on students participating in noncredit programs and on students participating in Tech-Prep programs.

² For additional information on TOPS, see *California Community Colleges, Taxonomy of Programs, February 1995, Fifth Edition*.

Higher Education Indicators of Performance

Core Indicator 1: Academic and Vocational and Technical Skill Proficiencies

Legislation: Student attainment of challenging State-established academic and vocational and technical skill proficiencies.

Performance Goal: To increase the number of vocational students who attain challenging academic and vocational and technical skill proficiencies.

Premise: Students completing vocational courses must attain a foundation of basic academic and career skills. Since content in vocational courses must meet state standards of rigor in academic and vocational skill areas as specified in Title 5 of the California Education Code (section 55100), students who earn a grade of C or better in apprenticeship courses, advanced occupational courses, and clearly occupational courses have attained a core set of competencies embedded in vocational-technical programs. The focus of this measure will be on assessing course grades of students, as measured by the tests, papers, projects, and other evaluative activities by local instructors, to ensure that students have mastered the necessary academic and vocational and technical skills before they complete their postsecondary education.

Proposed Measure: Student grades in “clearly occupational” (SAM “C”) or higher courses that contain a level of difficulty and technical skill attainment normally associated with courses that are at least in the middle of a sequence of vocational and technical courses that comprise a program.

For skill attainment in noncredit SAM³ “A” through “C” courses, except those that are offered in open-entry, open-exit formats, the recommendation is to use completion of 75% of scheduled hours of instruction, or local substitution of achievement criteria indicating that skills were met.

Core Indicator

- The state will increase the percentage of students earning a grade of C or better in vocational and technical education courses.

Level of Performance: The state will initially institute a 76.49% level of performance for successful skill attainment (grade of C or better) for students enrolling in vocational and technical education courses. The level of performance will be re-evaluated in early 2001 and renegotiated with USDE for the 2000-01 program year and performance levels will be set for the 2001-2002 through the 2003-2004 program years. While skill attainment rates for special populations will be delineated in statewide reports, all special population students are expected to perform at the statewide performance level.

Estimates indicate that over the next few years, academic preparation and readiness of freshmen entering the state’s colleges will be at a lower level. Community colleges will

³ For additional information on SAM, see *California Community Colleges, Student Accountability Model, 1984*, and Appendix 10 of this plan.

be challenged to prepare these academically disadvantaged students in order that they may succeed in vocational and technical education programs. Meeting and exceeding the negotiated levels of performance will require significant effort on the part of the colleges.

Community college districts and colleges will attempt to attain the 76.49% successful skill attainment rate for vocational programs in the first year and the negotiated and agree-upon levels for the years through 2003-2004. Programs that are below the performance level will be identified and that information will be provided to the districts and colleges. Skill attainment rates for special populations will be delineated for all programs so local institution staff can target efforts where they are most severely needed. Staff development in teaching and working with student populations will help address this challenge. Special population groups falling below the performance level will be identified within the program delineations.

Core Indicator 2: Completion

Legislation: Student attainment of a postsecondary degree or credential.

Performance Goal: To increase the percentage of students who meet a minimum coursework threshold level and who transfer or receive a postsecondary degree, certificate, or equivalent.

Premise: Students enter community colleges with a variety of purposes, such as transfer, degree or certificate attainment, job training, skill development, or lifelong learning, and these goals are dynamic over time as students persist through collegiate programs. Students may attend college sporadically over years as they proceed through their evolving educational goals. Practitioners want to know whether the students who reach a threshold of coursework in their particular vocational area complete programs, meet state-required certifications or continue their educational careers. Expectations, however, are different for those with careers looking for job skill upgrading or lifelong learning and those training for a new career with no employment history. The focus of this measure is to assess student completion across a number of possible outcomes.

Proposed Measure: "Leavers and Completers" who transfer to another institution to continue their education, enlist in the military or who earn a degree, certificate, or their equivalent.

Core Indicator

- The state will increase the percentage of "Leavers and Completers" who have successfully completed a minimum "threshold of 12 or more units of related coursework" in a vocational or technical program area and who: 1) receive a degree, certificate, or equivalent; 2) transfer to a four year educational institution; or 3) enlist in the military.

Level of Performance: Statewide, the previous year's vocational education leaver and completer cohort will have a 60.55% completion rate. California will institute a local performance level of 60.55% completion. Local level reports will identify program areas and special populations within program areas at each college that fall below the 60.55%

completion level so that efforts can be focused to bring all populations in all vocational and technical programs above the 60.55% level.

Core Indicator 3A: Placement in Postsecondary Education, Employment, or the Military

Legislation: Placement in postsecondary education or advanced training; placement in employment; placement in military service.

Performance Goal: To increase the percentage of program leavers and completers who transfer to four-year postsecondary institutions, who find employment, or who enter the military.

Premise: Students who leave a higher education institution should do so with the knowledge and skills that will assist them in either pursuing additional education or in securing employment or military placement. This measure will assess the percentage of vocational program leavers and completers who have some form of positive placement associated with their leaving.

Proposed Measure: Follow-up on program leavers and completers in the year following exit to determine whether they continued their education at a four-year university, were found employed in federal or California Unemployment Insurance (UI) covered employment or enlisted in the military.

Core Indicator

- The state will increase the percentage of vocational and technical education program leavers and completers who were found during one of the four quarters following the cohort year in UI covered employment, the Federal Government, the military, or a four-year educational institution.

Level of Performance: Statewide, student “Leavers and Completers” will have a placement rate adjusted by economic indicators of at least 85.89%. Those districts and colleges in which placement performance levels in vocational and technical programs and for special populations within the programs fall below the 85.89% rate will be identified in order that efforts may be directed toward improving placement outcomes.

Core Indicator 3B: Retention in Employment

Legislation: Retention in employment; retention in military service.

Performance Goal: To increase the percentage of program leavers and completers who are retained in employment.

Premise: Students who leave or complete their training in a higher education institution should have the requisite skills to be able to find and hold employment. This measure will assess the percentage of vocational program leavers and completers who were able to maintain steady employment in the year following their program exit.

Proposed Measure: Follow-up of program leavers and completers in the year following exit to determine rate of retention in employment.

Core Indicator

- The state will increase the percentage of vocational program leavers and completers who were found in UI covered employment during one of the four quarters after the cohort year and were not federal employees, in the military or continuing their education at another college, who had three or more consecutive quarters of employment.

Level of Performance: Although not required for the 1999-2000 federal Consolidated Annual Report, the state will implement a level such that statewide, at least 84.53% of the cohort found exclusively in UI covered employment will be found in three or more consecutive quarters.

District and college levels will be set such that programs and special populations within program areas will be identified that are below the 84.53% rate.

Note: The U.S. Department of Education (USDE) did not require “Retention” in the 1999-2000 Consolidated Annual Report because most of the states had no retention data available for the current program year and thus needed time to collect the data for baseline determination. USDE, therefore, did not set performance levels for this indicator although they will set performance levels for this indicator in April 2001. California, however, has developed the levels using the same criteria used for other indicators. This will allow districts and colleges, as well as the state, to determine performance for this retention in employment indicator.

Core Indicator 4: Nontraditional Participation and Completion

Legislation: Student participation and completion of vocational and technical programs that lead to nontraditional training and employment.

Performance Goal: To increase the rates of participation and completion of underrepresented males and females in vocational programs preparing students for high-skill, high-wage occupations in which one gender constitutes less than 25% of those employed. A high-wage, high-skill job is defined as one with starting average earnings above 2080 hours multiplied by twice the minimum hourly wage.

Premise: Many occupations are disproportionately represented by one gender. Of greater concern is that women are often not well represented in many high-wage, high-skill occupations but instead, tend to be clustered in low-wage occupations. While increasing the representation of women and men in occupations in which they are underrepresented is important, the State will focus on increasing the representation of women and men in training leading to employment in occupations associated with high-wage, high-skill occupations, in which they are underrepresented. Recruitment and supportive services such as mentoring, transportation, books, tutoring, child-care and specialized counseling are essential to ensure the success of these students. The state will also strive for completion rates of nontraditional students that are at or above their participation rates in training that leads to high wage, high skill, nontraditional

employment. The state will also strive to remove artificial barriers to completion such that completion rates of nontraditional students will be at or above their participation rates in training that leads to high wage, high skill, nontraditional employment.

Proposed Measure: Nontraditional student enrollment in, and completion of, vocational programs.

Core Indicators

Participation

- The state will increase the percentage of females participating in vocational program coursework leading to employment in male dominated high-wage, high-skill occupations and males participating in vocational program coursework leading to employment in female dominated high-wage, high-skill occupations.

Completion

- The state will increase the percentage of female students in programs leading to male dominated high-wage, high-skill occupations and male students in programs leading to female dominated high-wage, high-skill occupations who: 1) receive a degree, certificate or equivalent; 2) transfer to four-year institutions; or 3) enlist in the military.

Level of Performance: The state will focus on three components of the nontraditional indicator:

Component 1: For programs leading to employment in nontraditional occupations, the percentage of the nontraditional gender in enrollments will be at least 26.46%. District and college levels will be set such that programs and special populations within program areas will be identified that are below this rate.

Component 2: For programs leading to employment in nontraditional occupations, the percentage of the nontraditional gender in completions will be at least 27.54%. District and college levels will be set such that programs and special populations within program areas will be identified that are below this rates.

Component 3: The purpose of this component is to examine the relationship between participation and completion. Completion rates of programs identified as nontraditional should be similar to or higher than the participation rates in those programs. Completion rates equal to or higher than participation rates may suggest that no artificial barriers exist within the program structure. District and college levels will be set such that programs and special populations within program areas will be identified that are below these rates.

Tech-Prep Students

Tech-Prep student performance is reported as a special subcategory following the special population categories. Perkins III requires the success of Tech-Prep students be measured using the same core indicators and levels of performance as those used for all vocational and technical education students.

Background: High school and community college Tech-Prep students may not even know they are in a Tech-Prep program, and therefore may not be able to identify their Tech-Prep status when entering a community college. It may be years before any systemic social security number-based data matching between secondary and postsecondary institutions will occur for all Tech-Prep students. Some local consortia, however, have worked with high schools and local community colleges to develop data matching that helps community colleges identify Tech-Prep students. Some community colleges rely on self-reporting by students. This situation inspired the identification method proposed in the next section, which is not intended to replace any data matching currently in place.

Proposal: This proposed method of identifying Tech-Prep students should be considered for additional study, development, and testing by appropriate bodies. It would be considered just above the "floor" of self-reporting for colleges. Colleges should refine their reporting of Tech-Prep students, depending on local circumstances and high school/college MIS capabilities, etc. The time period required for implementation and collection of data for this proposal is estimated to be a minimum of two years after approval.

Since many local Tech-Prep Consortia do know which programs have articulated courses leading to vocational and technical certificates and degrees, the local consortia could identify those courses at the community colleges that would be a next step in a Tech-Prep student's educational career. Students entering those courses within two years after leaving a feeder high school would be identified as Tech-Prep students. The two years would give the student time to gain some basic skills and do general education work, often required once entering college, before continuing their Tech-Prep program.

Ideally, once a student met the threshold of enrollments to enter the VTEA cohort, community college performance reports for those students identified as Tech-Prep would be developed for the high schools that would track the performance of students during their educational careers and provide their eventual completion, transfer, placement, and retention rates.

The high schools are then provided a list of the students identified in the report as Tech-Prep students, and asked to identify those who were indeed Tech-Prep. The list is returned to the college, where students' flags are checked in the MIS system for Tech-Prep status. Those students are then followed for the standard core indicators under VTEA.

Chapter Six

Tech-Prep Education

Tech-Prep programs in California will be accountable, integrated and articulated curricular pathways among secondary and postsecondary programs that result in students earning advanced technical degrees and certification. These pathways will be academically rigorous, and provide students with not only the fundamental skills that are required for postsecondary admission, but also the technical skills that will enable them to have successful careers in California's new, highly technical economy.

California's future Tech-Prep delivery system will build upon the infrastructure and programs that have already been developed in the state (i.e. elements of the School to Career system; the current Tech-Prep Local Consortia and centers; etc.). To ensure that Tech-Prep is successful in creating accountable Tech-Prep programs that are linked to careers in the new economy, the Tech-Prep delivery system will have two major components: 1) State Administration and Leadership, and 2) Tech-Prep Local Consortia. The organization around these components will ensure:

- Linkage of programs with the local, state and regional economies.
- Collaboration and systematic articulation of programs among high schools and community colleges.
- Development of comprehensive strategies among multiple state and federal programs to encourage joint planning and avoid unnecessary duplication of service delivery.
- Funding and programmatic decisions directed toward industry priorities.
- Focus on accountability, and an infrastructure for monitoring effectiveness.
- Capacity for researching and identifying effective programs and practices linked to academic and industry standards.
- Focus on new and emerging technical occupational areas.

State Administration and Leadership

The California State Department of Education and the Chancellor's Office of the California Community Colleges will jointly administer Tech-Prep. The leadership and staff of the two agencies will convene a Joint Management Team to draft a Memorandum Of Understanding (MOU) including the principles, decision-making processes, and operational parameters to guide its operations. The MOU will be broad in scope, including the relationships and operational parameters between the

two agencies regarding the overall operations related to the Carl D. Perkins Vocational and Technical Education Act (VTEA).

The Chancellor's Office, California Community Colleges, and the California Department of Education will collaboratively have administrative responsibility for the distribution of funding to the Tech-Prep Local Consortia. Technical assistance and monitoring will be conducted collaboratively by the two agencies, and coordinated through the Joint Management Team. The Joint Management Team will be responsible to:

- Devise a transition plan to re-align the Tech-Prep program with the particulars of the approved VTEA State Plan.
- Establish state performance measures and indicators, in collaboration with field representatives, and approved by the Joint Advisory Committee (JAC) of the governing boards.
- Review and certify funding awards for Tech-Prep Local Consortia and distribute funds to the administrative fiscal agents.
- Develop articulation guidelines that ensure systematic coordination with segmental and statewide standards.
- Provide policy guidance to the Tech-Prep Local Consortia in developing strategic plans, accountability, funding, and other administrative and programmatic issues as necessary.
- Regularly meet and confer with representatives of Tech-Prep Local Consortia.
- Review and summarize annual accountability reports submitted by the Tech-Prep Local Consortia.
- Periodically monitor Tech-Prep Local Consortia for fiscal and programmatic compliance.
- Recommend annually to the JAC whether or not to continue funding of Tech-Prep Local Consortia, based on fiscal and performance reports and monitoring findings. Where the JAC determines that performance is deficient, it may elect to require improvement plans and monitoring and/or technical assistance.
- Produce required state and federal reports and conduct other functions as determined necessary by the state agencies.
- Tech-Prep Local Consortia shall be composed of secondary and postsecondary institutions, industry and labor representatives, and other key stakeholders within the region.

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- Assist the state agencies in their periodic monitoring of Tech-Prep Local Consortia for fiscal and programmatic compliance.
- Collaborate with the state agencies on determining performance indicators, measures, and levels of performance.
- Provide technical assistance to Tech-Prep Programs to ensure that Tech-Prep Program course sequences integrate academic and vocational and technical curricula, programs are articulated among the secondary and postsecondary segments, and students are completing Tech-Prep Programs.
- Coordinate Tech-Prep with other Carl D. Perkins funded programs and other Education and Workforce preparation efforts, such as Partnership Academies and other allied initiatives.

Tech-Prep Local Consortia

Tech-Prep Local Consortia need to be the heart and soul of the vision for Tech-Prep in California – the locus of the teaching and learning that all the other resources are directed to support. Currently, 80 Tech-Prep Local Consortia operate in California, and they provide an infrastructure upon which to improve and expand Tech-Prep Programs. To achieve accountable outcomes, Tech-Prep Local Consortia must develop programs that are more systematically articulated. Program – to – program articulation, rather than simple course – to – course articulation, will create educational pathways that ensure Tech-Prep students experience integrated academic and vocational technical learning, seamlessly connected through secondary and postsecondary institutions, so they are prepared for real careers in the California economy.

The record of past accountability of the existing consortia – with respect to both student performance outcomes and organizational viability and effectiveness – lacks consistency. During the period July, 2000 through June, 2002, the funded consortia will be monitored with respect to their attainment of the accountability standards stated elsewhere in this Plan, and with respect to their ability to provide sufficient scope of career paths to compare favorably with their regional counterparts. Tech-Prep Local Consortia found to be deficient in either respect will be given incentives to consolidate with other Tech-Prep Local Consortia in their regions.

Funding for Tech-Prep Local Consortia will be determined based on the following criteria:

1. Successful past performance.
2. Comprehensive inclusion of high schools and community colleges within the consortium's geographic boundaries.
3. Attainment of performance targets set by the state.
4. Articulation agreements in place, functioning, and reviewed annually that include at least two years of secondary school preceding graduation, and two years or more of higher education, or an apprenticeship program of at least two years.

5. Submission of a Tech-Prep Local Consortium strategic plan meeting established state and regional priorities.
6. Programs linked to identified current and future needs of business and industry, that are reviewed and validated annually.
7. Evidence of integrated academic and vocational and technical curricula throughout secondary and postsecondary levels.
8. Evidence of a system to track student performance and programmatic data through the secondary and postsecondary levels.
9. Evidence of strategies to ensure equal access for all student populations.

The Tech-Prep Local Consortia will be responsible for the following functions:

- Improve existing Tech-Prep Programs to ensure curriculum integration, trained staff, functional articulation agreements, and student completion, including at risk students and those with special needs.
- Develop new Tech-Prep Programs to address the new and emerging employment needs and opportunities locally and throughout the state.
- Provide regular opportunities for secondary and postsecondary faculty to meet and confer regarding all aspects of the instructional program.
- Provide and participate in on-going staff development to ensure understanding of curriculum development, instructional strategies, proven practices and innovative approaches, and technology, business and industry conditions, and future trends.
- Provide incentives for innovative initiatives including new program concepts, new technologies, alternative assessment strategies, distance learning, and learning partnerships with business and industries.
- Assure attainment of established state performance indicators and measures.
- Submit annual reports on the performance of Tech-Prep Local Consortia.
- Develop and update programmatic articulation agreements that foster student transition and achievement, from secondary through postsecondary, including baccalaureate degree programs, as appropriate.
- Coordinate Tech-Prep with other Carl D. Perkins funded programs, and other education and workforce preparation efforts within the consortium and region.

Industry-based Career Paths

The recent, fundamental shift of the California economy to a foundation in technology and service has radically re-defined the skills sets required of the workforce. To the extent that the public schools and colleges are the primary providers of workforce preparation, it is imperative they direct their resources

toward ensuring their curricula do indeed prepare students for real jobs in the real industries that comprise the economy.

Acting on that common imperative in separate ways, the California Department of Education has identified the most dynamic industries in the new economy that are high employing and those that have high employing potential.

- (a) Agriculture and Natural Resources
- (b) Arts, Media and Entertainment
- (c) Building Trades and Construction
- (d) Energy and Utilities
- (e) Engineering and Design
- (f) Fashion and Interiors
- (g) Finance and Business
- (h) Health and Human Services
- (i) Hospitality, Tourism and Recreation
- (j) Information Technology
- (k) Manufacturing and Product Development
- (l) Public and Private Education Services
- (m) Public Services
- (n) Retail and Wholesale Trade
- (o) Transportation

The California Community Colleges have identified new and emerging technologies to which they are allocating resources. They are:

- 1. Advanced Transportation Technologies
- 2. Applied Competitive Technologies
- 3. Biotechnologies
- 4. Business and Workforce Performance Improvement
- 5. Environmental Technologies
- 6. Health Care Delivery
- 7. Information Technologies
- 8. International Trade Development
- 9. New Media/Multimedia/Entertainment
- 10. Small Business Development
- 11. Engineering/Industrial Technologies (Proposed)

During the period July, 2000 through June, 2002, the Chancellor's Office and the California Department of Education, with assistance from intersegmental faculty and staff already involved with the Career Majors initiative, will use these two lists as a mechanism for refining articulation policies and processes and, as appropriate, will identify other growth sections of the economy.

- Tech-Prep Local Consortia, as described in the Act, will be invited to develop articulated curriculum models, multi-measure assessment, and staff development for the various industry-based career paths.

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- Tech-Prep Local Consortia, as described in the Act, will be eligible to apply for supplemental funds for innovative practices and programs.
- Tech-Prep Local Consortia, as described in the Act, may apply for supplemental funding to accomplish this work.¹

¹ Details for applying are in the Local Consortia Application.

Chapter Seven

Vocational and Technical Education in California's Workforce Development System

RWPEDA: The Policy Framework

The Regional Workforce Preparation and Economic Development Act (RWPEDA) was adopted by the California Legislature in 1996 as part of the Welfare-to-Work Act. Senate Bill 1744 reauthorized the Act in 1998. The intent of the Act is to move California toward a comprehensive workforce development system that would assure the state of a world-class workforce capable of competing in the global economy of the 21st century.

RWPEDA created a unique partnership of four state officials and their agencies: the Secretary of Health and Human Services, the Secretary of Trade and Commerce, the State Superintendent of Public Instruction, and the Chancellor of the California Community Colleges. The Act also requires linkage with local government, economic development agencies, and private sector employers. California's new economy requires this collaborative partnership to effectively plan and implement the system, provide employers with a well-prepared workforce and California's population with well-paying employment, and develop and maintain an overall economic vision and strategy to guide public policy toward a prosperous 21st century.

In this collaboration, the educational system (pre-K through postsecondary) is "the foundation of the workforce development system." It provides the curricula, including credit and noncredit courses, certificates, and degrees, with subjects ranging from basic skills and entry-level employment training to advanced technical programs. The educational systems also provide support services, including counseling, assessment, tutoring, child care, and where appropriate, one-stop delivery of services and training. The economic development agencies expand employment opportunities through the attraction, retention, and expansion of private sector business and industry. The private sector provides employment opportunities, information regarding their training needs and requirements, work-experience opportunities that help students develop relevant job skills and knowledge, and professional development opportunities that help educators keep programs current. It is through this collaboration that California will pursue its fundamental goals of improving the quality of life for all California residents and meeting the competitive requirements of industries in the state's new economic mix. Organizationally, changes in approach and practice are expected to help fulfill the promise of this collaborative model.

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In 1993, legislation was passed in California to create an economic development strategic planning effort. A bipartisan California Economic Strategy Panel was created to develop an overall economic vision and strategy to guide public policy toward a prosperous 21st century. The panel examined regional patterns of employment, and also examined how selected industry sectors are organized and what factors facilitate their growth and expansion. In 1996, the Panel issued the report *Collaborating to Compete in the New Economy, An Economic Strategy for California*. The Panel's fundamental recommendation for sustaining and growing the new economy was to improve the preparation of the workforce. Among nine major recommendations made, the number one priority was:

"...the development and implementation of a new policy framework for a competitive and coherent workforce preparation system that is consistent with the new economy and that supports emerging clusters."

The Panel also recommended that:

"...development of a new policy framework for K-16, with a focus on language and math skills, and training on up-to-date technical equipment that is integrated into the day-to-day curricula. Teachers need ongoing training. We need to make the case that the education system is an investment, not an entitlement. K-16 will be the #1 priority in the second cycle of the Panel's planning process."

RWPEDA was enacted partly in response to the Economic Strategy Panel report. One goal of the Act was to develop a coherent and integrated system of education and training linked to economic development. In April 1998, the Superintendent of Public Instruction, the Chancellor of the California Community Colleges, the Secretary of the Trade and Commerce Agency, and the Secretary of Health and Human Resources Services Agency (later referred to as the State Partners) entered into a Memorandum of Understanding to carry out the provisions of the RWPEDA by developing an integrated state workforce development plan and providing support for regional collaborations.

California Workforce Development: A Policy Framework for Economic Growth, was signed by the four agency heads in February 2000 and is being submitted to the Governor and the Legislature. The document provides the policy framework necessary to set the direction for an integrated, comprehensive workforce development system. As part of the Perkins State Plan, the state intends to pursue implementation of the *Framework* policies and recommended actions that most directly relate to the joint requirements of VTEA and WIA. These include, but are not limited to, joint planning and coordination of programs, eliminating duplication of programs, and establishing a common data collection and reporting system to measure program performance.

The *Framework* contains two kinds of policies: *public policies* that support the social and economic benefits to be achieved through a workforce development system, and *system policies* that are the foundation for the strategies and actions needed to create and maintain the system itself. Under each of the eight system policies, the *Framework* offers a series of recommended actions to implement the policies.

Public policies include:

- Workforce development services designed and organized to provide California's workers and employers with the skills and knowledge they need to sustain and encourage the growth of California's economy.
- Universal access to workforce development information and services that offer all Californians the fundamental skills and lifelong learning opportunities they need for career advancement and personal fulfillment.
- Public education that forms the foundation of the workforce development system, and that also provides Californians with the fundamental skills and lifelong learning opportunities they need for career advancement and personal fulfillment.
- Efficient and effective use of public resources, to provide workforce development services acceptable to both those who use them and those who pay for them.
- A structure based on the authorities and responsibilities of established governing and advisory bodies and administrative agencies.

System policies, and some key recommendations for implementing them, include:

- Expand the state partnership required by RWPEDA to reflect the full scope of workforce development:
 - Include the University of California and the California State University System in the state partnership.
 - Recognize the important roles of private postsecondary schools, colleges, and universities in the workforce development system.
 - Continue the direct participation of local agencies and the private sector in the development of workforce policy.
 - Establish formal communication and coordination links from the state partnership to governing and advisory bodies and administrative agencies.
 - Provide sufficient management and staff to meet state partnership commitments.
- Sustain and expand collaboration among workforce development policy bodies and service providers, including social support services:
 - Make effective use of existing methods of collaboration.
 - Develop methods for coordinated planning.
 - Make use of state discretionary funds.

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- Engage the private sector as full partners in every aspect of workforce policy and systems development, program operations, and delivery of services:
 - Identify and implement strategies to increase private sector leadership and engagement in state and regional workforce development systems.
 - Disseminate information on successful models of public-private collaboration.
 - Measure the extent to which regional workforce needs for each industry are actually being met.
 - Expand successful work-based learning programs, including those that build entrepreneurial skills and encourage small business development.
 - Expand the apprenticeship system--both in the number of participants and in scope--to maximize the effectiveness of the apprenticeship model.
- Incorporate a "move up" strategy within all segments of the workforce development system to continuously improve the knowledge and skills of every person in the labor force, and to ensure opportunities for career development and increased earnings:
 - Provide universal access to services.
 - Establish the "move up" strategy as a basic element of the workforce development system.
 - Infuse work readiness and continuous growth in skills and knowledge into all educational curricula.
- Support local development of regional boundaries for workforce development systems and service delivery methods:
 - Continue state support for analysis of regional economies.
 - Promote maximum flexibility for local elected officials, local agencies, and the private sector to define economic and functional regions.
- Remove fiscal, eligibility, and other regulatory requirements that create barriers to services:
 - Establish policy through the governing and advisory bodies.
 - Remove barriers established administratively.
 - Remove or reduce barriers established in law.
- Expand accountability for program results and system-wide outcomes to ensure continuous improvement in service delivery:
 - Hold the K-12 system accountable for achieving academic standards.
 - Fully implement the "report card system" required in SB 645.
 - Use existing information systems as the basis for data needed to support performance-based accountability.
 - Continue to address information systems and data sharing issues raised by federal and state confidentiality laws.

- Continue and expand existing systems development initiatives as the foundation for regional and statewide systems.

Applying the Policy Framework to Perkins and WIA

Both the Carl D. Perkins Vocational and Technical Education Act, passed by Congress on October 8, 1998, and the Workforce Investment Act (WIA), passed on August 7, 1998, are part of a federal effort to move toward a more comprehensive workforce preparation system throughout the nation. Both pieces of legislation set broad policy guidelines, provide for increased flexibility at the state and local levels, and require significantly more accountability for results than prior versions of the legislation. Both Acts also make reference to each other, and seek program compatibility and the avoidance of incompatible policies and procedures. Both Acts will be implemented within the context of the vision laid out in *California Workforce Development: A Policy Framework for Economic Growth*, and every effort has been made to align the state plans prepared under each Act with the policies in the *Framework*.

In addition to this alignment, there are specific requirements in both the Perkins Act and WIA that require close coordination of the activities each provides for. The following items in the Perkins Act make reference to the Workforce Investment Act (WIA), and these items are included in this State Plan for Perkins. The state's response to each requirement is indicated in italics.

1. Performance accountability must be aligned with the requirements of WIA.
 - *The initial development of performance accountability measures was designed to meet the requirements of Perkins and the existing data collection capacity of the educational system. The performance measures were also designed for integration with California's performance-based accountability system, which has been fundamental to the development of the WIA accountability system. Staff has worked in teams to discuss how the accountability requirements of both plans will be met as quickly as possible.*
2. A listing of all postsecondary, adult, and school dropout programs must be made available to the Service Delivery Area system established under Title I (i.e., the One-Stop Career Centers).
 - *Local education agencies receiving Perkins are required to determine, in conjunction with local workforce investment areas and One-Stop operators, the required resources and services that will be provided.*
3. The State Plan submission allows for a unified state plan under Section 501 of WIA.
 - *California is not pursuing a unified State Plan, but is expected to consider this option in future years; the California Workforce Development Policy Framework gives direction in the development of a Unified Plan, to link education to workforce preparation to economic development.*

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The following items in the Workforce Investment Act refer to responsibilities and opportunities relating to Perkins. Again, the state's responses are in italics.

1. The State Workforce Investment Board must comment on the Perkins State Plan.
 - *The California Workforce Investment Board was not appointed and convened until January 2000, and hence was not a part of the development of the Perkins State Plan. However, copies will be made available for their review and comment prior to submission of the plan.*
2. Local workforce investment area designation must take into consideration the geographic regions of area vocational education schools.
 - *The criteria for the designation of local areas included consideration of local K-12 and community college district boundaries.*
3. Agencies receiving Perkins funding are required to be partners in the One-Stop System.
 - *Criteria for One-Stop membership require the inclusion of educational agencies receiving Perkins funding.*
4. Perkins programs and activities must be part of the referral system for core services and training provided at One-Stop Career Centers.
 - *Local K-12 and community colleges will determine in partnership with local Workforce Investment Boards the appropriate core services and training provided by One-Stops.*
5. Area vocational education agencies are eligible to be One-Stop operators.
 - *Regional Occupational Centers and Programs are among the eligible One-Stop providers.*
6. Area vocational education agencies are eligible to operate a Job Corps center.
 - *Eligibility is recognized in the WIA State Plan.*
7. A unified State Plan to include Perkins is allowed under WIA, with approval from the State Legislature.
 - *California is not pursuing a unified State Plan, but is expected to consider this option in future years; the California Workforce Development Policy Framework gives direction in the development of a Unified Plan, to link education to workforce preparation to economic development.*
8. Incentive grants are available for states that apply, but expected levels of performance must have been exceeded, and vocational education performance measures are part of the State's overall performance.

9. States must consult with the State Legislature in the application for incentive funds.
10. The application for incentive funds must have the approval of the Governor and the State agencies responsible for adult education and vocational education.
11. Incentive funds must be spent in accordance with WIA, the Adult Education Act, and the Perkins Act.
 - *(Response to items 8 through 11:) The Governor and the California Department of Education will coordinate and mutually approve the application for, and the expenditure of, future incentive funding received by the state.*
12. Memoranda of understanding must be developed between the local workforce investment boards and the one-stop partners.
 - *Memoranda of understanding (MOU) must be developed between the local workforce investment boards and the one-stop partners. These MOU must describe the services to be provided through the one-stop delivery system, how the costs of such services and the operating costs of the system will be funded, methods of referral of individuals between the one-stop operators and the one-stop partners for the appropriate services, and the duration of the MOU and procedures for amending the MOU. Guidelines for the development of these MOU will be prepared through the RWPEDA partnership and technical assistance will be provided local one-stop partners that are also recipients of Perkins Act funds.*

The goal of *California Workforce Development: A Policy Framework for Economic Growth* is to ensure that California develops and implements a comprehensive, integrated workforce development system that meets the needs of the state's new economy. It sets the context for all other planning that is necessary within that workforce development system, and attempts to orient every major part of the system--education, workforce preparation, and economic development, and all their subsystems--in the same direction. The intent is to ensure that the system and all its component parts meet the following descriptions:

- *Customer-driven.* Demand by industry and individuals should drive government response.
- *Flexible.* Services must be delivered – and regulations implemented – in an outcome-oriented way, allowing the customer a flexible response to clearly defined standards.
- *Agile.* Services must have the ability to respond quickly to meet rapidly changing market demands.
- *Decentralized.* Policy priorities must be locally developed, and resources must be applied at the level closest to the customer.
- *Collaborative.* Government agencies, economic development organizations, business, labor, and community organizations must work together to define and deliver services.

To the extent that California succeeds in implementing its vision for the workforce development system, activities and services such as those provided for in the Perkins State Plan will support that system and the principles and policies upon which it is based. No plan is written in a vacuum; this is especially true of the Perkins Plan for 2000-2004, and of the Workforce Investment Plan, which is being developed simultaneously. The state's initial actions and intent are to bring them both as close as possible to the vision in the *Policy Framework*, recognizing that this will be an ongoing process for all the players in California's workforce development system in the coming years.

Performance Based Accountability System (PBA)

Another step taken in California related to workforce preparation was the approval in 1995 of SB 645, commonly referred to as the Report Card Bill. As stated in Section 15037.1 of the Unemployment Insurance Code, the legislation made the State Job Training Coordinating Council, "...responsible for developing an education and job training report card program to assess the accomplishments of California's work force preparation system." A subcommittee of the Council was organized with representation including designees of the Superintendent of Public Instruction and the Chancellor of the California Community Colleges to develop the system. By January, 2001, there is to be a comprehensive performance accountability system operating that will match social security numbers of former participants in vocational and workforce training programs with state and federal files that maintain employment records. The system is to measure the performance of state and federally funded education and training programs, including the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational and Technical Education Act (VTEA), for the purpose of improving the workforce development programs.

Any workforce and educational provider receiving JTPA and VTEA funds are to, within the extent permitted by law, obtain social security numbers from participants 18 years of age and older for the purpose of tracking their academic achievement and employment history. Secondary-level program administrators must comply with the federal Privacy Act of 1974 and issue privacy notices to students informing them that their participation in the system is voluntary. The system will obtain information on such factors as program completion rates, employment and wage information for one and three years after completion of training, the relationship of training to employment, academic achievement for one and three years after completion of training, achievement of industry skill standard certifications, rate of change in status from tax receiver to tax payer, earnings before and after participation in the training program, and rate of advancement to higher education.

The system has collected data on participants from several of the workforce preparation programs and the data are now being evaluated for accuracy and appropriateness of the factors being measured. Although the accountability measures of PBA, WIA and VTEA are not exactly the same, there are similarities with such measures as program completion rates, rates of entering unsubsidized employment, and rate of advancement to higher education.

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The State Department of Education and the Chancellor's Office, California Community Colleges, will continue to work with their RWPEDA partners to promote the use of common data collection and reporting processes for all of the various State and Federal workforce preparation programs including VTEA and WIA. At this time the common data collection and reporting process is the Performance Based Accountability System.

Chapter Eight

A Criteria Based Formula for the Distribution of Vocational and Technical Education Act Funds

Background

California's method of allocating Perkins Act funds within the state has remained essentially unchanged since the early 90s. Once the federal government determines California's share of VTEA funds, the California Department of Education and the Chancellor's Office of the California Community Colleges are required by statute to enter into a Memorandum Of Understanding to ensure efficient and effective use of resources and services available to eligible recipients as a result of the Carl D. Perkins Vocational and Technical Education Act, 1998 (Perkins Act).

Upon approval by the State Board of Education and the Board of Governors, this MOU, as provided in Education Code Section 12053, became effective. The MOU facilitates the articulation and coordination of federally funded vocational education programs and services. In addition, it delegates to the BOG, in consonance with the requirements of the Perkins Act and regulations, responsibility for administration, operation, and supervision of policies and procedures related to community college vocational and technical education programs as provided for in the Perkins Act.

The two agencies determined that the existing method of deciding upon the appropriate distribution was long overdue for review. The data were out-of-date and over time the rationale for many of the provisions were either no longer applicable, or unclear. This issue arises in California because this state has postsecondary education administered by both agencies. Thus, unlike most other states in which the postsecondary funds all flow to the community colleges, part of the postsecondary allocation is distributed to high school-administered programs. To complicate matters, high schools, community colleges, and adult schools all have different student information systems, with different nomenclature and different data collection procedures.

There are several categories of Perkins Act funding. In the following sections, we will deal first with the allocation of the Title I local assistance money. This comprises 85% of the total Title I California State Grant amount and is the most complex part of funds distribution. In every instance, the staffs from the California Department of Education (CDE) and the Chancellor's Office, California Community College (COCCC) were committed to reaching mutual agreement on the allocation of funds.

Secondary and Postsecondary Fund Distribution

Enrollment Criteria for the Proposed Funds Distribution

The two agencies agreed upon the following criteria in determining appropriate distribution of funds:

- Student enrollment counts are to be consistent and comparable for each education program and between agencies. Every effort will be made by the agencies to insure that data are comparable.
- The count is to be based on vocational and technical education course enrollment in high schools, regional occupation centers and programs, adult schools and community colleges.
- Secondary students are counted if they are enrolled in high schools and/or regional occupation centers and programs. Postsecondary students are counted if they are enrolled in community colleges, or are adults enrolled in ROCPs or in adult education programs.
- An eligible course is part of a sequence of vocational and technical education courses, which comprises a program.
- A “duplicated” count will be used; that is, students enrolled in more than one vocational and technical education course are counted for each course in which they are enrolled.
- Enrollment in vocational and technical education courses will be determined on criteria mutually agreed to by both agencies. The single date that the California Basic Education Data System (CBEDS) data are collected in high schools and the fall census date for each community college are logical places to start.
- The most recent enrollment figures will be used subject to the mutual agreement of both agencies. For fiscal year 2000-2001, 1998-99 data will be utilized.
- Enrollment data will be collected; elements will be reviewed and updated each year.
- A technical committee with representation from the agencies, school districts, ROC/Ps, adult education and community colleges will be appointed by the two state agencies to review and make suggestions regarding the ongoing, continual improvement of the formula and the data collected for this purpose. The agencies are mutually committed to consistently striving for greater accuracy, comparability and reliability of the data and to the notion that the data collected be clearly understandable.
- Data collection efforts will aim at minimizing the administrative burden for both state and local officials.

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- If the new method of counting students results in dramatic changes in the distribution of funds, the agencies have agreed that in year one of the formula's operation, the secondary—postsecondary distribution will not vary by more than 3% of the prior year's distribution.

Operating the Formula

Following the principles enumerated above, the agencies agreed that the 2000-2001 Perkins Title I, Part C funds will be divided between secondary and postsecondary programs based on a comparison of the vocational education enrollments at the two levels. 1998-99 enrollment data was used for determining the division of the 2000-2001 funds because the 1998-99 program year data is the last complete year of enrollment data available to both CDE and COCCC.

The table below represents the secondary and postsecondary vocational education enrollments considered in the division-of-funds process with the goal of comparability. For example, grades 9-12 vocational enrollment is determined on a "snap-shot" or census basis. Comparably, community college weekly census courses are counted in essentially the same way. On the other hand, ROCPs and high school adult education vocational course enrollment data are collected only on an annual basis. In order to be comparable, community college positive attendance courses are counted on an annualized basis as well. Over time the two agencies will cooperate in data collection efforts to ensure even greater comparability.

2000-01 Methodology – Distribution of Funds

SECONDARY		POSTSECONDARY			
<u>High Schools</u> Info Day	<u>ROCP HS</u> Annual	<u>Adult</u> Annual	<u>ROCP AD</u> Annual	<u>CCC</u> Census Weekly Census	<u>CCC</u> Annual Adult/PosAtt Ind. Study Work Exp. Ed

Enrollment Data and Means of Collection

- CDE used the 1998 CBEDS Information Day (October 9) to collect duplicated enrollment for grade 9 – 12 students enrolled in vocational education courses in the Fall Semester of the 1998-99 school year.
- CDE used the 1998-99 VE-80 report to collect duplicated secondary student enrollment in ROCP courses during the entire year. Form VE-80 is submitted by ROCPs at the end of each school year.
- CDE used the 1998-99 VE-81 report to collect duplicated adult student enrollment in vocational education courses/programs during the entire year. The VE-81 is submitted by the adult school programs in unified and union high school districts at the end of each school year.

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- CDE used the 1998-99 VE-80 report to collect duplicated adult student enrollment in ROC/P courses during the entire year.
- COCCC used MIS to collect duplicated enrollment in community college vocational education weekly census courses on the first census date for the Fall Term of the 1998-99 school year.
- COCCC used MIS to collect duplicated enrollment of community college students in adult education noncredit courses for the entire 1998-99 year, and duplicated enrollment of community college students in daily census, positive attendance, and independent study/work experience education credit courses during the Fall Term of the 1998-99 school year.

Summary of the 1998-99 Enrollment in Secondary and Postsecondary Vocational Education Courses Used for the 2000-01 Distribution of Funds

Secondary Enrollment	
High School	912,522
ROCP	<u>247,215</u>
Total	1,159,737
Postsecondary Enrollment	
COCCC	1,270,193
Adult Education	249,976
ROC/P Adult	<u>173,272</u>
Total	1,693,441
Total Enrollment in Vocational Education Courses	2,853,178
Percent of Total Enrollment Attributable to Secondary Programs	40.65%
Percent of Total Enrollment Attributable to Postsecondary Programs	59.35%

Local Allocation

Not less than 85% of Perkins Title I is available for local assistance. Once the funds are divided into the two categories of secondary and postsecondary, they are allocated to local districts and colleges based on formulas determined by the federal government.

Secondary¹

For secondary students, dollars will be allocated based on the pro-rata share the district has of two components:

- 30% based on pro-rata share of 15-19 year olds.
- 70% based on pro-rata share of those children ages 15-19 in families with below poverty level incomes.

California will seek a waiver of this provision because current data are not available.

¹ For the year 2000 and beyond a new secondary formula has been adopted by OVAE.

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Postsecondary

For postsecondary students, California will again seek a waiver which reflects the relative poverty in the state better than mere reliance on the number of Pell grants received.

The alternative measures are designed to generate an unduplicated count of economically disadvantaged adult enrollees in vocational courses in community colleges, adult schools and regional occupational centers and programs. Any one of the following measures determine eligibility:

- Board of Governor's grants (BOGs)
- Pell Grants
- CalWorks
- Workforce Investment Act eligibility
- Supplementary Security Income (SSI)
- General Assistance
- Bureau of Indian Affairs Assistance
- Eligibility for economic public assistance or student fund aid
- Annual income level below poverty as determined by county of eligibility
- Self-declaration by adults

Dollars are allocated to programs serving adults on a pro rata share of the numbers of adults determined to be eligible.

The next section describes the allocation of federal dollars for state purposes agreed to by the two agencies.

State Allocation

State Administration

No more than 5% of Title I of the Grant is allocated for the costs of state administration. The two agencies mutually agree that the state administration dollars will be allocated on the following basis:

CDE	64%	\$3,624,542
COCC	36%	\$2,038,805

The rationale for the division is that CDE has many more individual schools with which to deal. It has, as well, additional responsibilities as the sole state agency. Recognizing the increasingly complex role of the community colleges, the new distribution increases its percentage from 34% to 36%. Each agency must match, from non-federal sources, on a dollar-for-dollar basis.

State Leadership

A little less than 9% of total dollars are provided for state leadership activities. Funds for leadership activities, again by mutual agreement, are divided on the following basis:

CDE	51%	\$5,122,453
COCC	49%	\$4,921,572

These percentages remain unchanged from prior years.

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State Institutions

1% of Title One is reserved for allocation to statewide institutions which offer vocational and technical instruction, such as the Department of Corrections and the Youth Authority.

CDE	50%	\$566,335
COCC	50%	\$566,334

These percentages are unchanged from prior years.

Nontraditional Training and Employment

\$150,000 is set-aside for the purposes of providing state leadership for nontraditional training and employment:

CDE	50%	\$75,000
COCC	50%	\$75,000

This distribution remains unchanged.

Tech-Prep Education Programs

\$637,000 is set aside for providing technical assistance to Tech-Prep Grant recipients:

CDE	50%	\$318,500
COCC	50%	\$318,500

Tech-Prep Local Consortia will receive the remainder of the funds.

Tech-Prep Local Consortia		\$10,994,971
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The following table presents the distribution of funds:

California State Plan for Vocational and Technical Education

CARL D. PERKINS VOCATIONAL and TECHNICAL EDUCATION ACT (P.L. 105-332) CALIFORNIA FORMULA ALLOCATION VOCATIONAL-TECHNICAL EDUCATION STATE ALLOTMENTS DISTRIBUTION OF FUNDS, FY2000 *		
PURPOSE		2000-2001
BASIC STATE GRANT		\$ 113,266,945
TITLE I-PART A-SECTION 112(a)(3)		5.00%
State Administration		\$ 5,663,347
TITLE I-PART A-SECTION 112(a)(2)		8.8675695%
State Leadership		\$ 10,044,025
TITLE I-PART A-SECTION 112(a)(2)(A)		1.00%
Institutions	(up to 1%)	\$ 1,132,669
TITLE I-PART A-SECTION 112(a)(2)(B)		0.1324305%
Non-Traditional Training and Employment	(\$60,000 to \$150,000)	\$ 150,000
Subtotal		\$ 16,990,042
TITLE I-PART A-SECTION 112(a)(1)		
Secondary/Postsecondary	(not less than 85%)	85.00%
Secondary, Section 131 (40.65%)		\$ 39,136,561
Postsecondary, Section 132 (59.35%)		\$ 57,140,342
(Title I-Part C Section 131/132)		\$ 96,276,903
		100.00%
TOTAL		\$ 113,266,945
TITLE II-TECH-PREP PROGRAMS		
TITLE II-SECTION 203		100.00%
Tech-Prep Education		\$ 11,631,971
Technical Assistance		\$ 637,000
Local Distribution		\$ 10,994,971
TOTAL OF ALL TITLES		\$ 124,898,916

*This table includes the final allotment made to California by the United States Department of Education on September 27, 2000.

Appendices Related to Chapters

Appendix 1

VTEA Field Review Committee Members

Armando Abina
Dean, Math/Engineering Tech
San Diego City College

Clyle Alt
California Teachers Association (CTA)

Matt Archer
CA Assoc. of Future Farmers of America

E. Jane Arnault, Ph.D.
President
JurEcon, Inc.

Jim Aschwanden
Agriculture Business/Industry Alliance

Bob Balgenorth
President
State Building & Construction Trades
Council of California

Don Borges
Stanislaus County Office of Education
Director, Ag Tech-Prep
Career Education Consultant

Harry Brockwell
President
American Culinary Federation

Shirley Brown
National Training Development
Manager
Rich Products Corporation

Marcia Bush, Ed.D.
Santa Clara County ROP

John Campillo
Marketing Educators Association (MEA)

Paul Chatman
California School Board Association

Lina Chen
President, Academic Senate
Los Angeles Trade Tech College

Carla Cherry
Kern Health Careers Resource
Consortium

John Chokolak
Engine and Equipment Training
Council
Manufacturing Technology Teachers
Association
Ukiah High School

Susan Clifford
Dean, Academic Services
Fullerton College

Jim Custeau
Instructor, Automotive Mechanics
Cuyamaca College

Gilbert Dong
California Professional Firefighters

Sylvia Drucker
California Assoc. of Work Experience
Education

Larry Dutto
Chair, Agriculture Dept.
College of the Sequoias

Dr. Bette Felton
Executive Assistant to the President
California State University, Hayward

Appendix 1

Carla Ferri
Director, Undergraduate Admissions &
Outreach
Office of the President, University of
California

The Honorable Marco Firebaugh
Member, California State Assembly
California State Legislature

Johan Gallo
Associate Resource Manager
Bridgestone-Firestone Inc.

Paul Gomez
Member, Board of Trustees
Chaffey Community College

Ronald Gossner
California Federation of Teachers

Jim Hall
California Industrial Technology
Education Assoc.

Larry Hansen
Eureka Senior High School

Pamela Hawkins
Assistant Dean, Economic
Development/Community Service
Diablo Valley College

Loretta Hernandez
President, Academic Senate
Laney College

Don Jones
State of California
Department of the Youth Authority
Ventura Youth Correctional Facility
Mary B. Perry High School

Terry Kershaw, Ed.D.
Industrial and Technology Resource
Consortium

Steven Kinsella (Alternate)
Vice President, Administration
Monterey Peninsula College

Nick Kremer
Dean, Instruction, Economic & Resource
Development
Cosumnes River College

Jill Larson
California Department of Education
California School for the Deaf
School-to-Career Coordinator
High School Department

Ray Leap
L&P Machine Inc.

Tom Lease
California Division of Tourism

Ellen Ligons
President, Faculty Senate
Pasadena City College

Sharon Lunger-Morris
California School for the Deaf

Dr. Gloria Ma
Chairman & CEO
Xxsys Technologies, Inc.

Sandra Mack
California Vocational Ed. Equity
Council

Judith Malody
Home Economic Teachers Assoc. of CA

Appendix 1

Chris McCullough
Dean, Careers and Technology
Cosumnes River College

Mark Morrison
New Technology High School

Mike Moyers
President, CCCAOE
Yuba College

Hosni Nabi
President
Los Angeles Trade Technical College

Dan Nelson
Executive Director
Printing Industries

Barbara Nemko, Ph.D.
Napa County Office of Education

Dee Niedringhaus
California Assoc. of Health Careers
Educators

Kay Orrell
Business Education Resource
Consortium
Allan Hancock College

Dr. Jose Ortiz
Associate Vice President Workforce and
Community Development
Solano Community College

Richard Palmer
Associated Student Body President &
Trustee

Gene Parodi
San Benito High School

Mary Patino, Ed.D.
Joint Venture: Silicon Valley Network

Paulette Perfumo, Ph.D.
Vice President, Educational
Services/Deputy Superintendent
Ohlone College

Rock Pfothauer
Dean of Instruction, Career Education
and Economic Development
Cabrillo College

Judie Piscitello
CA Association of Regional
Occupational Centers

Art Pulaski
Executive Secretary-Treasurer
California Labor Federation

Tom Rankin
President
California Labor Federation

Carolyn Ratto
League of California Cities

Joan Raymond
Central County Occupational Center

Phil Raymond
Portola High School, Carpenter Program

Elizabeth Rice
Barrett Resource Group

John Scheuber
General Manager
Veterinary Service, Inc.

Bill Simon
Supervisor, Vocational Instruction
California Department of Corrections

Appendix 1

Ola Sires
Kaiser Permanente
Government and Community Relations
Community Relations Manager

Dennis Smith
Instructor, Accounting
Sacramento City College

Doug Smith
Vice President, Business Services
Yuba College

Jane Sneed
Instructor, Transitional Studies
City College of San Francisco

Jan Swinton
Vice President, CVEEC
Glendale Community College

Linda Taylor
Sweetwater Union High School District-
Adult School

Marittza Terrazas
DECA

Rosaline Turnbull
California Congress of Parents,
Teachers, and Students, Inc.

Brent Tuttle
Skills USA (VICA)

Stan Uchiyama
California Agricultural Teachers
Association

John Upton
State Association of Counties

Valerie Vuicich
California Assoc. of Leaders in Career
Preparation

Ken Wagman
President, Academic Senate
Gavilan College

Brian White
Director, Air and Waste Management
California Chamber of Commerce

David Wilkinson
President
CA. Student Association of Community
Colleges

Summary of Recurring Themes & Recommendations for the State Plan
(As Revised 11/17/99)

I. Underlying Assumptions:

- a. The Perkins Act represents an integral part of an overall approach to vocational and technical education, but it represents only a small portion of the total effort.
- b. There is not nearly enough money in Perkins to drive the programmatic, equipment, and facilities needs of the whole system; therefore broader general fund support must be generated.
- c. The clear intent of the Perkins Act is to improve vocational and technical education programs.
- d. Integration of Academic and Vocational education lies at the very heart of Perkins. Integration offers the best opportunity to educate for both work and further education.
- e. Integration is a concept that requires broad acceptance by the whole high school and community college community. Integration will enhance the value of the whole educational process and system. Efforts must be aimed at materially broadening the “community of interest” which supports this approach.
- f. Vocational Technical Education is for all students. This notion is coupled with the idea of high expectations for all students.
- g. In order for this to work well there must be viable vocational and technical education programs with up-to-date safe equipment available at the public secondary and postsecondary educational institutions.

II. Accountability and Data Collection

- a. Specify standards and student performance criteria. Clarity of expected outcomes is critical to drive an effective accountability system.
- b. Pay careful attention to the performance of special populations. Under the new thrust for accountability, there is a danger that special populations may be overlooked, especially in the short term. An effective accountability system will not overlook special populations.
- c. Care must be taken that accountability objectives do not drive out equity goals. An effective accountability system will not overlook equity issues. The accountability system must not imply, by definition, that special populations are not performing satisfactorily.
- d. Support research and development to establish vocational education benchmarks that drive evaluation. Use competitive levels established in other states and model programs in California as guides.
- e. Present accountability results in useful ways with the aim of improving student achievement. Teachers must receive feedback and be given adequate time to review evaluations and assessments.

Appendix 2

- f. Devise a thoughtful system of sensible rewards and interventions for meeting or failing to meet performance goals. Accountability with no consequences for practitioners will not be effective.
- g. Use data that are deemed useful for local practitioners. Translate outcome measures, both qualitative and quantitative, so they inform local program improvement.
- h. Work with the data collection systems that are already in place and have demonstrated effectiveness. Integrate these efforts with existing efficient and effective efforts—don't duplicate. A clear indication of the capabilities of the existing systems must be determined and the systems must be revised to meet the new requirements.
- i. Collect data that are uniform, yet sensitive to local differences.
- j. Design an accountability system that measures longitudinal improvement.
- k. Undertake a substantial, targeted effort to attain adequate and meaningful student follow-up information.
- l. Link evaluation and data collection efforts between secondary and postsecondary agencies.
- m. The accountability system must clearly identify what the characteristics are that determine if a student is a vocational and technical education student.

III. Curriculum Development: The Integration of Academic and Vocational and Technical Education

- a. Create incentives for localities to expend funds on proven integration strategies (i.e., career pathways, tech-prep, learning communities, school-to-work, and academies, etc.).
- b. Clearly articulate standards and recommended curricula (via exemplars, clearinghouses).
- c. Create opportunities for K-12 and community college teachers to develop innovative, integrated curriculum and assessment systems together.
- d. Establish a state clearinghouse and utilize website technology to showcase exemplary programs.
- e. Provide opportunities/incentives for teachers and advisory committees to use clearinghouse resources.
- f. Integrate SCANS requirements into all courses, including use of sophisticated technology and global competencies.
- g. Curriculum needs to be continuously improved and updated to remain current with industry requirements.
- h. Curriculum development and revisions must consider the standards of business and industry.
- i. Promote consistency in course content by using state and national accreditation standards and assessments, where appropriate.

Appendix 2

- j. The integration of academic and vocational education and curriculum development and improvement must consider the requirements of the CSU and UC systems.
- k. Work with the CSU and UC systems so that course requirements are not only “from the top down.” CSU and UC need to look at “applied” courses as satisfying requirements.
- l. Those generic skills (problem solving, oral and written communication, calculation skills, etc.) necessary to succeed on the job and in careers also need to be integrated into the curriculum.

IV. Professional Development

- a. Foster more systematic, sustained support for integrated curricula through leadership and a statewide commitment to staff development.
- b. Encourage expansion of current teacher preparation efforts and promote updated teacher preparation to include training in integration, interdisciplinary curriculum and coordinating internships.
- c. Identify and provide easy access to exemplary professional development resources.
- d. Require that professional development programs be sequential and of sufficient duration to produce improvement in the learning environments.
- e. There must be a clearly described and articulated system of professional development that satisfies the needs of vocational and technical education personnel. This system must consider the various roles and responsibilities of determining priorities, providing funds, developing programs, arranging and communicating the availability of programs, delivering professional development, and evaluating the effectiveness of the programs.
- f. When designing and developing professional development opportunities, all personnel involved in vocational and technical education must be considered including both vocational and academic faculty, counselors, administrators, and board members.

V. Linkages and Partnerships

- a. Create statewide industry-sector based advisory committees serving both the community colleges and K-12 and adult education to assist the state in the development of industry-sector student competencies and model curricula.
- b. Explore the possibility of regional advisory committees serving both the community colleges and K-12 and adult education as an alternative to purely local advisory committees.
- c. Consider that K-12 and community colleges jointly fund a coordinator position or positions to streamline funds and to work as a liaison both between K-12 and community colleges and with CSU and UC systems.

Appendix 2

- d. Identify desired competencies required by CSU and UC and design courses and requirements accordingly.
- e. Use uniform testing to foster consistency in course content.
- f. The state plan needs to show how VTEA will link with other state workforce development initiatives (over a \$billion in funds).

VI. Student and Instructional Support Personnel (Counselors, Librarians, Instructional and Student Support Faculty in Community Colleges)

- a. Promote counselor training programs to make high school counselors expert liaisons for partnerships.
- b. Promote counselor training that would prepare them to act as qualified turnkey trainers for teachers, administrators, school board members, parents, and captains of industry.
- c. Spearhead a statewide initiative examining the role of guidance and counseling on all high school and community college campuses.
- d. Examine the current practices of remedial/developmental education, the alternatives to conventional teaching, and the evidence about promising practice in occupational education.
- e. Provide support for counselors and student and instructional support staffs to obtain accurate, up-to-date information about job markets, skills, and requirements.
- f. Develop and make widely accessible websites for students with information about careers and counseling.

VII. Student Organizations

- a. Continue to support student organizations. They are absolutely critical to the future of vocational education.
- b. VTEA funds usable for student organizations

VIII. Dissemination and Public Relations: Articulating the Value of the New Approach to Vocational Education

- a. Wage an aggressive media campaign to convince skeptical parents and students and to educate industry, policy makers and others about the value of the new approach to vocational education.
- b. Research successful media campaign models from other states (Florida).
- c. Hold regional meetings to communicate goals, and articulate strategies about the new approach to vocational education.
- d. Utilize website technology (such as the recent Chancellor's Office model) to disseminate information and dispel misunderstandings about vocational education.

IX. Funding

- a. Structure consistent, consolidated funding streams so that localities spend less time responding to multiple (and sometimes conflicting) requirements from a number of funding sources.
- b. Increase incentives for coordination/collaboration—avoid turf wars for funding.
- c. Offer industry incentives and require that schools match some funds to negotiate ongoing, balanced partnerships that deliver equipment and training for schools.
- d. Address the following special resource needs of occupational programs: (1) faculty time to collaborate about teaching innovations and program approaches; (2) resources for the high costs of some equipment and occupational programs; and (3) inequities in the salaries of occupational versus academic faculty at the community college level.
- e. Funding must be directed to improving student performance. LEAs need to use VTEA funds accordingly.
- f. LEAs must not use VTEA funds to supplant local and state funds.
- g. VTEA funds are to be used to improve and enhance. In order to assure this, there should be consideration given to requiring a match such as two for one of local and state funds to VTEA funds.
- h. The number of options available for use of VTEA funds at the local level need to be decreased to assure that most of the funds are directed to the learning environment where student performance can be improved.
- i. There must be a proper balance of integration of academics with vocational education to ensure that the vocational aspects of the programs can be improved.
- j. LEAs should have a local vocational and technical education advisory committee advise the boards on the use of VTEA funds.
- k. The state has the responsibility to monitor assurances. LEAs must abide with what the assurances state and not do “business as usual.”
- l. Utilize business plan approach by state agencies for VTEA funding.

Appendix 3

Responses Included in the December, 1999 Draft California State Plan for Carl D. Perkins Vocational and Technical Education Act to the Priorities of the Field Review Committee

Topic 1: Accountability

Recommendation # 1:

Spell out carefully every dimension of the new accountability mechanism. Specify standards, performance criteria, definitions of eligible students and courses, and define sensible consequences (rewards and interventions). Utilize existing data collection systems as much as possible. Integrate Vocational and Technical Education data needs within existing effective data collection efforts.

Response # 1:(From Ch 3, pp. 1-2, CDE, An Overarching Priority – Standards-Based Accountability)

The priority at the heart of the California education agenda focuses the Department's efforts on results—"what students know and are able to do." This emphasis on outcomes rather than process marks an important difference in the approach to schooling... Components include: Continuing the development of content standards... Converting standards to performance measures... Continually improving the alignment of standards, curriculum frameworks, textbooks, tests, and professional development... Holding districts and schools accountable for meeting the standards... The legislatively mandated accountability provisions feature an Academic Performance Index (API)... Reforming the data collection system. California will be required to completely reform its data collection system if accountability is to function. That reform effort is underway and the new California Student Information System (CSIS) is in the early development stages.

Response # 2:(From Ch. 3, p. 4, CDE, Division Structure)

Responsibility for the new high school exit examination is also situated here. The office is charged with ensuring that the new exam addresses vocational and technical standards.

Response # 3:(From Ch.3, p. 7, CDE, Links within the Department)

A top priority will be to incorporate vocational and technical education outcome measures into the Academic Performance Index (API). Without indices that reflect successful outcomes for vocational and technical education courses, that part of the high school curriculum will be neglected. Efforts to develop appropriate measures are currently underway.

All vocational and technical education data needs should also be incorporated into the new, statewide California Student Information System (CSIS).

Appendix 3

Response # 4:(From Ch. 3, p. 8, CDE, Links with Community Colleges)

Another initiative grew out of the joint planning efforts for the development of the state plan. The two agencies have different data collection needs and systems... the two agencies will establish an ongoing data committee to jointly determine the data that should be used and the fairest and most equitable way data should be collected. Joint planning efforts on the accountability and funds split parts of the plan made it clear that such efforts result in much greater collaboration and cooperation.

Response # 5:(From Ch. 3, p. 15, CDE, Future Standards and Curriculum Development Activities)

An integral component of an accountability system is the method by which student outcomes will be assessed. Student academic achievement is measured by the California State Board of Education adopted and legislated statewide Standardized Testing and Reporting program (STAR). In addition, career technical skill achievement is measured by two vocational-technical education assessments: CTAP, which includes guidelines for portfolio development and evaluation that can begin as early as the middle grades; and ACE, which provides statewide assessments for both core level content and career-specific coursework.

Response # 6:(From Ch. 4, p. 11, CO, Plans for the Use of VTEA Funds in Community Colleges)

Activities will be directed toward the full implementation and operation of the community college performance accountability system. This will include the careful delineation of the accountability requirements and performance criteria, and maximizing the utility of accountability information by providing local districts with data and other information which can be used by faculty to improve student performance. (p. 33)

Response # 7:(Also see all of Chapter 3 on Accountability and Evaluation. This chapter spells out in detail, the Core Indicators and Levels of Performance for the secondary and postsecondary levels.)

Recommendation # 2:

Maximize the use of accountability information to improve local programs and enhance student performance. Teachers and college faculty must be able to receive the accountability information in formats useful to them and must be given time to review the information and use it to improve programs.

Response # 1:(From Ch 3, p. 20, CDE, Special Populations- Priorities - Activities)

Data collection, disaggregation, and analysis to more fully understand the needs of people in Special Populations; to more clearly delineate the interaction of multiple barriers to high achievement; and to provide ongoing information to LEAs and the State for the purpose of continuous program improvement. These are functions for data collection that go beyond the necessary task of accountability, but which enable educators to improve services and maximize the effectiveness of programs.

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Response # 2:(From Ch. 4, p. 11, CO, VTEA Funds for State Leadership– Performance Accountability)

Conduct research of state and local vocational and technical education program improvement practices with expected outcomes that describe how practices are conducted, how effective the practices are in improving student performance, and recommend strategies on how to improve the practices.

With cooperation of local college and district personnel, develop a plan for providing improved technical assistance and other support to assist community colleges in gaining a better understanding of the use of assessment and accountability data, including data on statewide core measures and levels of performance, and to identify the need for and prioritize program and curriculum improvements based upon the results of the accountability processes.

Commission the development of a resource guide on how to use assessment and accountability data to improve vocational and technical education programs, curricula, services, and support activities.

Commission master trainers to conduct a series of workshops to prepare local district personnel to train others, including faculty, on uses of assessment and accountability data.

Response # 3:(From Ch. 4, p. 16, CO, VTEA Funds for Local Community College Programs)

Data resulting from the performance accountability system and other evaluation and assessment activities must be continuously obtained and used in order that informed decisions can be made and priorities for program improvement identified. Documented findings serve as the key source of information for recommending program improvement solutions and strategies. (p. 39)

Response # 4:(From Ch. 4, p. 18, CO, VTEA Funds for Local Community College Programs)

Districts will have maximum flexibility in using VTEA funds for program improvement as long as (certain) conditions are met (including):

1. A comprehensive and thorough needs assessment has been conducted.
2. Priorities for program improvement have been identified which focus on the improvement of student performance.
3. Funds will be used to address the identified program improvement priorities.

Topic 2: Curriculum Development

Recommendation # 3:

Emphasize the development and continuous improvement of integrated curriculum based on up-to-date Industry Standards, SCANs and other generic skills, including global education.

Response # 1:(From Ch.3, p. 3, CDE, Academic and Career Integration Unit)

This unit is directly responsible for the integration of academic and career education, for the ongoing development of vocational and technical education, and for career education standards and assessment.

Response # 2:(From Ch. 3, p. 4, CDE, High School Initiatives and Career and Technical Education)

In sum, the establishment of this office represents the Department's continuing efforts to fully integrate vocational and technical education in comprehensive high school reform efforts and to connect state priorities with local VTEA plans.

Response # 3:(From Ch. 3, p. 11, CDE, Industry Sectors)

The Department has determined that in order to prepare students for careers with high skill levels, high wages, employment opportunities, and career ladder opportunities, the appropriate focus should be on the most promising industry sectors. After a long and careful review, the Department identified the 15 highest employing or potentially highest-employing industry groups within California. The Department is engaged in developing curriculum for each of those industry sectors.

Response # 4:(From Ch. 3, p. 14, CDE, Ongoing Standards and Curriculum Development Activities)

California's vocational and technical education curriculum changes have been guided by the themes of the integration of academic and vocational education, the development and updating of curricula to conform to industry standards, the development of a set of common core standards across industry sectors, and the development of standards based examinations for vocational and technical education.

Response # 5:(From Ch. 3, p. 14-15, CDE, Future Standards and Curriculum Development Activities)

To reflect the new emphasis on curriculum alignment, accountability, and standards, ... Curricula will be completed for the Industry Sector-based Core Standards.

Response # 6:(From Ch. 3, p. 21, CDE, Statewide Leadership Centers)

Other, equally important and beneficial activities sponsored by the Department are carried out under contract by statewide centers for each of the vocational and technical education programs... Statewide centers for each of the vocational and technical education programs are responsible for standards based interdisciplinary and integrated activities.

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Response # 7:(From Ch. 4, p. 2, CO, Prefatory Statement)

To remain responsive to such a wide range of needs, vocational and technical education must continually be upgraded and improved. This will require educators, working with employers, labor, and government, to:

- Partner with business, industry, labor, government and education to develop responsive solutions to workforce development needs.
- Participate in integrated curriculum development teams with industry experts.
- Modify or design technology-based curriculum delivery systems.
- Provide leadership and training by sharing best practices of curriculum design and instructional methodology.

Response # 8:(From Ch. 4, p. 9, CO, Implementation of the VTEA)

VTEA does ...provide critically needed funds to improve, update, and otherwise modernize programs, ... integrate academics with vocational and technical education, imbed technology into the curriculum and instructional delivery, ... and link the programs to the industry and labor needs of California in the 21st century.

Response # 9:(From Ch. 4, p. 11, CO, Plans for the Use of VTEA Funds- Curriculum Development and Improvement)

Activities related to this goal will concentrate on continuously reviewing, upgrading and improving curriculum currency, value, rigor, and delivery of instruction, and, where business and industry needs dictate, developing new programs that satisfy needs of emerging occupations. Curriculum must be based upon up-to-date industry standards. Improving the quality of vocational and technical education programs and courses will include the integration of academics and SCANS and other generic skills.

Response # 10:(From Ch. 4, pp. 11-12, CO, VTEA Funds for State Leadership)

Following are State Leadership policy directions, priorities and/or specific activities planned to be implemented and/or completed during the period of the State Plan:

Curriculum Development and Improvement

- Strengthen the integration of academic and vocational and technical education through applied problem solving, workbased learning, and rigorous academic study.
- Upgrade, modernize, or design curricula that are tied to high standards, lead to useful awards, certificates and degrees, and meet consumer and labor market needs.
- Increase student competencies in literacy, information technology, and global concepts.
- Promote the delivery of instruction and learning at times and places and with methods that meet the widest possible range of consumer needs and interests.
- Ensure the integration of technology throughout the curriculum and instructional delivery system.

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- Use assessment, research, and accountability data to modify or develop curriculum and related services, and to build a foundation for continuous quality improvement.
- Solicit concept papers on developing industrybased statewide initiatives linking secondary education, community colleges, CSU, UC, industry and labor. These initiatives will result in jointly developed continuums of vocational and technical education curricula that are articulated throughout the various sectors and result in diplomas, certificates and degrees that indicate occupational competencies and are recognized by employers.
- Conduct State-directed projects in curriculum development designed to build local capacity to deliver high quality vocational and technical education programs and services.
- Conduct State-directed development of exemplary courses and programs for meeting the unique needs of special populations and which assist them in succeeding in vocational and technical education programs.

Response # 11:(From Ch. 4, p. 21-22, CO, Statewide Vocational Education Advisory Committees)

The primary functions of the (Statewide Vocational Education Advisory Committees) include:

- Identifying priorities for curriculum development including the integration of academic education with vocational and technical skills.

Topic 3: Professional Development

Recommendation # 4:

Create a sustained, systematic, sequential, comprehensive professional development program for vocational and technical educators which also includes provisions for the inclusion of academic faculty, administrators, counselors and board members in its design and development.

Response # 1:(From Ch. 3, p.16, CDE, State Leadership Activities, Professional Development Activities)

Comprehensive professional development in California, which includes initial teacher preparation for vocational and technical, academic, guidance and administrative personnel, is planned and delivered in a variety of ways. Professional development priorities are established in consultation with practitioners, representatives of business/industry, parents, and community organizations through advisory groups, such as Industry Standards Development Committees, Statewide Vocational Education Assessment Committees, Professional Teacher/ Administrative Associations, and SB 1882 Professional Development Consortia.

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Response #2: (From Ch. 3, p. 16, CDE, Priorities)

Staff development activities address the following:

- Implementation of standards-based education.
- Use of standards-based assessment systems.
- Continuing integration and sequencing of academic and vocational education curriculum.
- Incorporation of instruction in all aspects of the industry.
- Curriculum and program strategies reflecting workplace needs.
- Instructional and support services responsive to the needs of students who are members of special populations.
- Expansion of program articulation efforts with postsecondary options.
- Improvement of guidance services.
- Use of technology.

Response # 3:(From Ch. 3, pp.16-17, CDE, Ongoing Professional Development Activities)

Various professional development activities (including preservice education) include:

- Operation of a statewide network of over 300 high schools involved with staff training related to New American High School Initiative strategies.
- Statewide conferences, such as the Annual California Partnership Academy Conference, the Business Education Symposium, and the Annual TechPrep Conference.
- Summer Institutes for academic and vocational education teachers on integrated curriculum.
- Statewide demonstration programs that feature exemplary practices of professional development priorities.
- Coordination and support of California Department of Education Professional Development Division activities, such as the California Mentor Teacher Program, Beginning Teacher Support and Assessment, etc.
- Numerous workshops on implementation of standards, assessment, and other staff training priorities

Response # 4:(From Ch. 3, p.17, CDE, Expanding the Scope)

The California Standards for the Teaching Profession, approved in 1998, have been adopted by both the Department and the Commission on Teacher Credentialing as the basis for teacher preparation, induction, and ongoing professional development. California's subject-matter frameworks and other advisory documents from the Superintendent and State Board of Education provide the primary guidance for subject-matter aspects of professional development.

Response # 5:(From Ch. 3, p.19, CDE, Special Populations– Priorities – Activities)

- Continued opportunities for professional development at the state level to reach local educational officials and build their expertise to serve Special Populations.

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Response # 6:(From Ch. 3, pp. 21-22, CDE, Statewide Leadership Centers)

Statewide centers for each of the vocational/technical education programs are responsible for standards-based interdisciplinary and integrated activities (including) professional development (inservice/preservice)... Additionally, given the importance of the new accountability system, the centers will be asked to provide strong leadership in providing professional development and technical assistance to districts as they implement the new accountability system. (Also see pp. 2526 for professional development activities in each of the five programmatic areas.)

Response # 7:(From Ch. 4, p. 2, CO, Prefatory Statement)

To remain responsive to such a wide range of needs, vocational and technical education must continually be upgraded and improved. This will require educators, working with employers, labor, and government to:

- Provide leadership and training by sharing best practices of curriculum design and instructional methodology.
- Participate in professional development activities and apply strategies, skills and knowledge obtained.

Response # 8: (From Ch. 4, pp. 12-13, CO, Plans for the Use of VTEA Funds in Community Colleges – Professional Development)

Activities will be designed to ensure that faculty are current with industry standards. Efforts will be directed toward increasing the number of faculty engaged in the integration of academic and vocational and technical education, implementing work based learning, using technology in instructional delivery and in the curricula, and assisting special population students in gaining access to and achieving success in vocational and technical education. Provisions will be made for the inclusion of administrators, counselors and local district board members in appropriately designed professional development activities. Local educational personnel and representatives of various state level organizations such as the Academic Senate, CCCAOE, state advisory committees and regional consortia, as well as representatives of business and industry, will assist in the identification of priorities for professional development activities. These individuals and groups will also assist in the design and delivery of professional development programs.

Response # 9:(From Ch. 4, p. 13, CO, VTEA Funds for State Leadership– Professional Development)

Following are State Leadership policy directions, priorities and/or specific activities planned to be implemented and/or completed during the period of the State Plan:

- Design and implement a comprehensive professional development program that covers all aspects of vocational and technical education. The design and implementation of the program must have active involvement of vocational and academic faculty, administrators, counselors, student support staff, and instructional support staff.

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- Provide professional development activities for vocational and technical education faculty that incorporate state-of-the-art curriculum materials and information and instructional strategies and methodologies.
- Promote opportunities for professional development for faculty, administrators and staff that build upon the sharing of instructional and discipline-specific best practices and exchanges with industry experts.
- Conduct evaluations of professional development programs to determine the degree to which they satisfy needs and result in recommendations as to how the programs can be improved.
- Provide professional development for local staff on skills and strategies to serve special populations, and how to encourage and support the participation of students in nontraditional programs. (p. 38)

Response # 10:(From Ch. 4, pp. 19-20, CO, Existing Partnerships and Linkages for Program Improvement – Community College Vocational and Technical Education Regional Consortia)

The Regional Consortia are a particularly effective and efficient process for bringing statewide leadership initiatives to the local level by offering informational meetings, communication, training, and field-based feedback on an ongoing basis.

Response # 11:(From Ch. 4, p. 11-12, CO, Existing Partnerships and Linkages for Program Improvement – Statewide Vocational Education Advisory Committees)

The primary functions of the Statewide Vocational Education Advisory Committees include:

- Identifying priorities for professional development including the improvement of teaching methodology and maintaining state-of-the-art skills and techniques.

Topic 4: Industry-Based Partnerships

Recommendation # 5

Create statewide industry-based advisory committees serving as advisors to the Chancellor's Office of the Community Colleges and the California Department of Education for all secondary and postsecondary vocational and technical education programs to advise and assist in the development of student competencies, model curricula and professional development priorities. Continually emphasize joint, collaborative efforts, especially as they relate to linking with other statewide workforce development initiatives.

Response # 1:(From Ch. 3, p. 5, CDE, Workforce Development, Policy and Interagency Relations)

This office carries the major responsibility for linkages with the Workforce Investment Act and for the Regional Workforce Preparation and Education Development Act (RWPEDA), both important planning efforts which must be coordinated with Perkins.

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Response # 2:(From Ch. 3, p. 7, CDE, Division Operating Priorities– Links with Community Colleges)

The Department is committed to expanding the number of opportunities for collaboration and coordination, formalizing some of the very productive activities between the two agencies in developing the Perkins Act State Plan. (One) ... initiative is to begin to meet jointly with at least some of the statewide advisory committees. Rather than have two advisory committees, one for high school and one for community colleges, covering the same subject matter areas, the agencies will select two or three advisory panels to explore the prospect of meeting jointly. Meeting with both agencies simultaneously would benefit all concerned. Community colleges and K12 will be able to better coordinate their activities, and industry leaders would gain a clearer view of the whole education continuum as they develop their program priorities.

Response # 3:(From Ch. 3, p. 8, CDE, Links with Business and Industry and Other Agencies)

The Department will build on existing vocational and technical education advisory committees with the intent of phasing in, during the time period covered by this plan, advisory committees for each industry sector.

Response # 4:(From Ch. 3, pp. 21, CDE, Statewide Leadership Centers)
(Each of the programmatic areas have, as a priority, expanding partnerships with business, labor, and parents.)

Response # 5:(From Ch. 4, p. 2, CO, Prefatory Statement)

To remain responsive to such a wide range of needs, vocational and technical education must continually be upgraded and improved. This will require educators, working with employers, labor, and government to:

- Partner with business, industry, labor, government and education to develop responsive solutions to workforce development needs.

Response # 6:(From Ch. 4, p. 14, CO, Plans for Use of VTEA Funds in the Community Colleges - Partnership Development)

Improve linkages, cooperation, and collaboration among a variety of partners to produce responsive solutions to workforce development needs. Vocational and technical education partners include secondary and postsecondary education, business, industry, labor, state and local government, community representatives, and representatives of the many organizations that have as their goal the improvement and expansion of vocational and technical education, workforce development, and the economic development of the State.

Response # 7: (From Ch. 4, pp. 14-15, CO, VTEA Funds for State Leadership-Partnership Development)

- Use the Vocational Education and Economic Development Regional Consortia as a statewide infrastructure for improving communication, increasing the visibility of both vocational and technical education and economic development, sharing

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- best practices, conducting regional planning and implementing state directed leadership projects to build statewide, regional, and local capacity.
- Develop and strengthen linkages between the Community College Regional Consortia, the Statewide Vocational Education Advisory Committees and the Economic Development Executive Committee. Establish a joint planning sub-committee to recommend strategies for building an appropriate interface for identifying priorities, funding activities and projects, and implementing State Leadership projects which have joint VTEA and Economic Development funding. Such an interchange should add strength and value to the purposes of both programs and build each program's capacity to prepare the State's workforce.
 - Redefine the Statewide Vocational Education Advisory Committees as industry led advisory boards developed for each major industry cluster. These boards should play an important role in certification of industry standards, program review, ensuring high standards and currency of curriculum and faculty, and evaluating the usefulness of certificates and degrees. Committees should consist of members from industry, secondary education, adult education, and community college education, and should develop linkages to the statewide academic senate, regional consortia and appropriate faculty and/or business and industry associations.
 - Strengthen the linkages among secondary education, all segments of higher education and among State industry, business, labor and government sectors to create partnerships that will address workforce development issues and recommend responsive solutions.
 - Administer jointly funded grants and contracts with the State Department of Education to better accomplish program articulation and other program improvement goals.

Response # 8:(From Ch. 4, p. 19, CO, Existing Partnerships and Linkages for Program Improvement – Community College Vocational and Technical Education Regional Consortia)

Supporting Collaboration with Outside Agencies. The regional structure provides a convenient place that local and regional organizations, such as the Employment Development Department, Private Industry Councils, and the Department of Social Services can make contact with the colleges. Likewise, the regions provide a structure which the colleges can use to collaborate with business and industry groups. On a voluntary and as needed basis, the colleges can present a common front and provide a single point of contact.

Response # 9:(From Ch. 4, p.21, CO, Existing Partnerships and Linkages for Program Improvement – Statewide Vocational Education Advisory Committees)

In order to have a method by which direct linkages with representatives from business, industry, and labor could be established and maintained, the State Chancellor's Office for Community Colleges has established a state-level advisory committee structure. Twelve committees have been organized and have been functioning for several years for the purpose of providing advice to the Chancellor's Office on all areas of VTEA. Most

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of the advisory committees concentrate on disciplinespecific priorities. While all committees are concerned with the needs of vocational education students, some committees concentrate on their needs, including the needs of special populations and the provision of student services. Other committees are concerned with program accountability, research and evaluation.

Topic 5: Student Support Services

Recommendation # 6:

Provide support for counselors, librarians, and other student and instructional support personnel to obtain accurate, up-to-date information about job markets, skills and requirements.

Response # 1:(From Ch. 3, p. 20, CDE, Special Populations)

(Activities include the) Identification and dissemination of specialized curriculum materials and resources to support services to Special Populations. Such materials can include books, videos, software, and other materials designed for students or to support professional development.

Response # 2: (From Ch. 3, p. 20-21, CDE, Counseling and Guidance)

The Department has established a new division, Education Support Systems, responsible for providing state leadership in counseling and guidance services. Among its duties, the division is organized to provide staff for the InterBranch Comprehensive Guidance Coordinating Team made up of managers and consultants representing the various branches, divisions, offices, and units with the Department with an interest in, or responsibility for, guidance and counseling support. The work of the vocational and technical education personnel assigned to this topic will be enhanced by strong collaboration with others with similar assignments across the agency.

The priorities are twofold: to contribute to strengthening the role of counseling, especially career guidance. Department staff will continue to provide technical assistance to schools and districts on the implementation of the National Career Development guidelines, and the Career Development Facilitator program.

Response # 3:(From Ch. 4, pp. 13-14, CO, Plans for the Use of VTEA Funds in Community Colleges - Student Support Structures)

Increase access to and success in vocational and technical education of all students who elect to enroll in vocational and technical education programs, particularly members of special populations, through a variety of support structures and services (e.g., assessment, counseling, matriculation services, English as a second language, basic skills instruction, adult noncredit instruction, learning laboratories, tutorials, and assistance with study skills). Up-to-date information about the job market and employment requirements will be developed and made available to counselors, librarians, and other instructional support personnel to assist students make informed choices on career decisions.

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Response # 4:(From Ch. 4, p. 4, CO, Student Support Structures)

- Conduct projects that train administrators, faculty and student support staff to assist students who are members of special populations gain access to and succeed in quality vocational and technical education programs.
- Conduct projects that support innovation in and improvement of comprehensive student support services and/or case management systems designed to assist students elect to enter and complete vocational and technical education programs.

Topic 6: Student Organizations

Recommendation # 7:

Continue support for student organizations. Better integrate student-sponsored activities across student organizations.

Response # 1:(From Ch. 3, pp. 3-5, CDE, Academic and Career Integration)

Each of the programmatic areas provide support for student organizations. The organizations include Health Occupation Students of America, Future Business Leaders of America, Distributive Education Clubs of America, Future Farmers of America, Future Homemakers of America- Home Economics Related Occupations, and SKILLSUSA-Vocational Industrial Clubs of America.

Response # 2:(From Ch. 4, p. 14, CO, Plans for the Use of VTEA in the Community Colleges – Student Support Structures)

Support for students in gaining knowledge regarding specific industry clusters and acquiring leadership skills will be provided through student organizations and other student leadership activities.

Response # 3:(From Ch. 4, p. 4, CO, VTEA Funds for State Leadership-Student Support Structures)

Support the development of student leadership skills through their participation in vocational and technical student organizations.

Topic 7: Funding

Recommendation # 8:

As a condition of funding, insure that Perkins dollars are used to improve student performance.

Response # 1:(From Ch. 4, p. 16, CO, VTEA Funds for Local Community College Programs)

- Data resulting from the performance accountability system and other evaluation and assessment activities must be continuously obtained and used in order that informed decisions can be made and priorities for program improvement identified.

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Response # 2:(From Ch. 4, p. 18, CO, VTEA Funds for Local Community College Programs)

Districts will have maximum flexibility in using VTEA funds for program improvement as long as the following five conditions are met:

1. A comprehensive and thorough needs assessment has been conducted.
2. Priorities for program improvement have been identified which focus on the improvement of student performance.
3. Funds will be used to address the identified program improvement priorities.
4. Districts first satisfy the required uses of funds, as indicated in Section 135(b) of VTEA, before using funds on permissive uses, as indicated in Section 135(c).
5. VTEA funds are used to supplement, and not supplant, nonfederal funds used to carry out vocational and technical education activities.

Recommendation # 9:

Guarantee that recipients of scarce vocational and technical education funds have made a sufficient local effort to provide quality vocational and technical education programs. Promote the exploration of matching requirements or other mechanisms which accomplish this purpose. Similarly, create or promote programs which have incentives for business and industry to form partnerships with schools with incentives for matching business and industry contributions.

Response # 1:(From Ch. 4, p. 9, CO, Implementation of the Carl D. Perkins Vocational and Technical Education Act of 1998)

Many have confused these VTEA requirements as establishing the overall vocational and technical education plan for the California Community Colleges. That belief is incorrect since VTEA is only a subset of the program. However, this subset, while only representing approximately two percent of the overall vocational and technical education program funding, is very important, for these funds must be targeted to the improvement of programs. VTEA funds cannot be used as operational or baseline budget support, and cannot be used to supplant other sources of funds.

Recommendation # 10:

Restructure multiple funding streams in order to element redundant, and sometimes conflicting, requirements.

Response # 1:(From Ch. 3, p. 7, CDE, Links with Community Colleges)

The most significant initiative is to work with the community colleges to explore the possibility of administering Tech-Prep funds jointly, rather than separately by the Chancellor's Office and the Department of Education. TechPrep, a program dedicated to the goal of seamless connections between K-12 and higher education, is the perfect laboratory to see if the agencies can jointly assume responsibility for the totality of the program. If this collaboration proves effective, other similar activities, with the mutual consent of the two agencies, could be attempted.

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Response # 2:(From Ch. 3, p. 13, CDE, Leveraging Multiple Resources)

A comprehensive approach to vocational and technical education that combines continuity with sequenced content from the earliest education experience to the point of departure must be put into place. Only by combining all available resources can this goal be accomplished. To increase the funds available to do the job, resources from the following federally funded initiatives should be pulled together: Vocational Technical Education Act (VTEA), Elementary and Secondary Education Act (ESEA), School-to-Work Act (STWA), Workforce Investment Act (WIA), and Service Learning. Several state-funded programs also can be leveraged to support school reform: Apprenticeship, CalWorks, Student Leadership (AB8), Agriculture and Home Economics and Careers in Technology Incentive Grants, Partnership Academies, and the (academic) Subject Matter Projects.

Response # 3:(From Ch. 4, p. 8, CO, Economic Development Unit)

The 2000-2001 Expenditure Plan for Economic Development indicates that approximately \$34,122,000 of State funds will be expended on over 200 projects administered and implemented by community colleges throughout the State. These projects include: (1) Regional Business Resource, Assistance and Innovative Network Centers, (2) Statewide Network Leadership, Organizational Development, Coordination, Information, and Support Services, and (3) Regional Business Resource, Assistance and Innovation Network Collaboratives.

The EDP Unit proposes to partner the use of its state and local program funds, which are focused on economic development, with the purpose of VTEA funds, which is to develop more fully the academic, vocational, and technical skills of vocational and technical education students. A portfolio of complementary programs will be developed to meet the range of needs and policy goals of the two programs. The advantages of leveraging and linking the complementary uses of these two programs are many. These linkages will continue to advance California's workforce preparation, education, training, integration with academics, responsiveness to business needs, the deployment of technology, and delivery of quality professional development activities.

Response # 4:(From Ch. 4, p. 10, CO, VTEA Funds for State Administration)

Developing and disseminating information on community college vocational and technical education programs, and coordinating and cooperating with other programs for the purpose of preventing unnecessary duplication of programs.

Response # 5:(From Ch. 4, p. 15, CO, VTEA Funds for State Leadership– Partnership Development)

Establish a joint planning sub-committee to recommend strategies for building an appropriate interface for identifying priorities, funding activities and projects, and implementing State Leadership projects which have joint VTEA and Economic Development funding. Such an interchange should add strength and value to the purposes of both programs and build each program's capacity to prepare the State's workforce.

Appendix 3

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE STATE BOARD OF EDUCATION
AND
THE BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES**

Introduction

Collaboration and cooperation between the State Board of Education (SBE) and the Board of Governors (BOG) of the California Community Colleges under the provisions of a Memorandum of Understanding (MOU) will ensure efficient and effective use of resources and services available to eligible recipients as a result of the Carl D. Perkins Vocational and Technical Education Act, 1998 (Perkins Act).

Upon approval by the SBE and the BOG, this MOU, as provided in Education Code Section 12053, will become effective. The MOU facilitates the articulation and coordination of federally funded vocational education programs and services. In addition, it delegates to the BOG, in consonance with the requirements of the Perkins Act and regulations, responsibility for administration, operation, and supervision of policies and procedures related to community college vocational and technical education programs as provided for in the Perkins Act.

This document describes the planning process between the two agencies (SBE and BOG) and timeline for division of funds. The division of dollars in the State Plan will be in compliance with the State Plan and the Perkins Act, and mutually agreed upon state priorities and criteria. Upon execution of the MOU, no previous MOU between the parties is of any force or effect. This MOU replaces and supersedes any and all previous MOUs between the parties and embodies the totality of the agreement between the parties.

I. Joint Advisory Committee on Vocational and Technical Education (JACVTE)

The California Education Code has established the Joint Advisory Committee on Vocational and Technical Education (Committee) which is comprised of equal members of the SBE and the BOG. It serves as the joint policy recommending body that makes recommendations to the BOG and the SBE regarding all aspects of the coordinated delivery of vocational technical education in the State including strengthening, improving, expanding, and evaluating programs and services.

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A. Authority

Ed. Code 12053 provides that:

"(b) In recognition of the need for coordinated delivery of vocational (and technical) education and training in California, the State Board of Education and the Board of Governors of the California Community Colleges shall enter into a memorandum of understanding which shall do all of the following:

- (1) Provide for an advisory committee comprised of an equal number of members of each board.
- (2) Assure shared planning and coordination.
- (3) Delegate to the Board of Governors of the California Community Colleges, in keeping with the requirements of federal law, the maximum responsibility in administration, operation, and supervision of policies and procedures related to community college vocational programs provided for in federal law."

B. Functions

The functions of the Committee are:

1. Facilitate coordination in the planning, development, and implementation of the State Plan and/or amendments to the Plan.
2. Distribute federal funds between the SBE and the BOG in accordance with the State Plan, the MOU, and the Perkins Act.
3. Verify compliance with the State Plan and federal requirements in regard to evaluation of programs and services, data collection, and fiscal and performance reports.
4. Provide a forum for discussion of issues and concerns on vocational and technical education programs and services supported by the shared federal funds.
5. Facilitate collaborative long-range planning among various interested persons and entities to meet the education and employment needs of California, including emerging occupations, applications of new technologies, and high skill, high wage employment.
6. Provide for programs for special populations that lead to high skill, high wage careers.

C. Operational Procedures

Members of the Committee are appointed annually by the president of their respective boards. Individual members may serve more than one term. The chair and vice chair of the Committee rotate each year

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between representatives of the SBE and the BOG. The SBE representative will serve on even years.

The California Education Code states that the Joint Advisory Committee is comprised of equal members of the SBE and the BOG. The Joint Advisory Committee has defined equal members to mean three from each Board. For voting purposes, a quorum will be defined as four members (two from each Board).

The Committee will schedule four meetings annually, with no less than two meetings held each year as determined by the chair. The Committee shall announce an annual schedule of regular meetings; if business necessitates, additional meeting(s) may be scheduled. All meetings will be conducted in accordance with Roberts Rules of Order and the Bagley Keene Open Meeting Act (Government Code Sections 11120-11131).

A draft agenda and meeting notice will also be distributed at least 30 days prior to each meeting. An annotated agenda with item enclosures will be distributed to the Committee members no later than 10 working days prior to each meeting. At least one meeting each year will be held in the Southern part of the State to accommodate opportunity for local interests to be heard.

The State Superintendent of Public Instruction and the Chancellor of the California Community Colleges annually designate staff to provide support for the Committee. Staff from both education agencies will cooperatively prepare agendas, reports, minutes, and other necessary materials for Committee meetings.

II. **Guiding Principles**

Oversight of the Perkins Act, will be the responsibility of the SBE and the BOG. They will operate under the following guiding principles:

- A. Vocational and technical education programs will be of high quality and result in opportunities for high skill, high wage careers;
- B. All students will be encouraged to participate in meaningful vocational and technical education programs and support for their individual success will be provided;
- C. Seamless programs of instruction will be offered from education segment to education segment;

Appendix 4

- D. Vocational and technical education programs will be consistent with current industry practices and workforce demands;
- E. Full collaboration and cooperation between agencies and boards will be expected to maximize vocational and technical education resources and services; and
- F. Vocational and technical education program improvement and expansion will be supported by state leadership, regional delivery and local implementation.

III. **Shared Planning and Coordination**

This section defines and delineates the cooperative working relationships and the role and responsibilities of staff of both the SBE and the BOG (Agencies) as they pertain to the administration and operation of shared federally funded vocational and technical education programs and services.

A joint management team will be formed to model cooperation and collaboration in carrying out these responsibilities. Members of the Perkins Joint Management Team (PJMT) will be comprised of staff from the California Department of Education and the Chancellor's Office California Community Colleges responsible for managing the Perkins grant. Members will be jointly appointed by the State Director of Vocational Education and the lead administrator for vocational and technical education from the Chancellor's Office.

The joint management team representing both agencies shall jointly:

- A. Meet on a regular basis to cooperatively plan and discuss items of mutual concern relating to the administration and operation of federally funded vocational education programs and services;
- B. Plan and coordinate support services to the Joint Advisory Committee on Vocational and Technical Education, including preparation of agendas, minutes of meeting, reports, and staff recommendations;
- C. Participate in the planning, development, dissemination, implementation and evaluation phases of the State Plan. Provide districts and agencies information on the process and specific timelines to develop and/or amend the State Plan;
- D. Establish procedures for addressing local performance;

Appendix 4

- E. Plan and coordinate data collection and statistical and narrative information for annual fiscal and performance reports as required by federal regulations;
- F. Evaluate the states performance in reaching outcome goals;
- G. Develop operational definitions and methods of verification for Core Indicators, division of funds, program review, program compliance, and fiscal and performance reporting;
- H. Recommend committee appointments as needed to assure compliance with the State Plan in accordance with CDE policy;
- I. Address other topics of mutual concern and interest pertaining to federally funded vocational and technical education programs and services; and
- J. Serve as staff to the Committee.

IV. **Development and Implementation of the State Plan and/or Amendments**

The State Plan shall be developed in compliance with Section 122 of the Perkins Act (Title 20, Section 2342, U.S. Code and any acts amending or succeeding this Act). The process shall include broad field input from; practitioners, educators, business, industry, labor, and government. The California Workforce Investment Board shall be invited to provide input. The State Plan shall describe the estimated distribution of funds for each type of institution listed by instructional level, as required in the Code of Federal Regulations, Title 34, Section 403.32(b)(4) and related state priorities as identified by the SBE and the BOG.

- A. Process for Adoption of State Plan
Two or more public hearings shall be held to allow comments and recommendations on the State Plan. Public notice procedures of the SBE shall be followed. A panel representing the SBE, the BOG, agency staff, and field practitioners will be convened to hear public testimony on the proposed Plan. Every effort will be made to schedule public hearings on the State Plan to provide maximum access to individuals wishing to testify before the panel. Written input may be submitted as directed in the Public Hearing notice. A summary of the testimony and the hearing panel's recommendations will be prepared following the hearings.

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B. Annual Review

Annually, the SBE and the BOG will review the progress of the major efforts for the vocational and technical education programs and services of the California Department of Education and the Chancellor's Office of the California Community Colleges. This review will also include major focus and plans for the next year. In compliance with the State Plan, this MOU, and the Perkins Act available funds will be directed to the California Department of Education and the Chancellor's Office California Community Colleges.

C. Reports

In compliance with the State Plan and Perkins Act, prepare on an annual basis interagency agreements to transfer federal vocational education funds to the BOG according to the approved process for division of funds.

The California Department of Education uses a "first in-first out" method of billing and accounting for federal funds; and therefore, annually, after financial records are reconciled, carryover funds generated by the Chancellor's Office shall revert to the BOG through an amendment to the Interagency Agreement between CDE and the Chancellor's Office. Specific timelines for the development and approval of the Interagency Agreement has been mutually established to assure timely flow of funds to all eligible districts and agencies. Timelines are dependent upon timely submission of reports and invoices.

The following steps in the Interagency Agreement process must begin by April of each year with final approval by June 15:

1. Draft agreement(s) jointly developed;
2. Final draft(s) submitted for interagency agreement approval process; and
3. Approval of interagency agreement by June 15.

Amendments to reflect any increase or decrease in funds from the U.S. Department of Education and any carryover funds from prior years will be finalized by November 30 for the purposes of reporting to the Joint Legislative Budget Committee and the Director of Finance (Budget Act 6110-166-0890). A copy of the completed report shall be submitted to the Committee.

D. Amendments

The need to amend the State Plan may arise at any time during the year when changes in program conditions, labor market conditions, funding, or other factors require substantial amendment of an approved State Plan. Any individual, eligible recipient, organization, state agency representative, or member of the SBE or the BOG may suggest amendment(s) to the State Plan. The SBE will refer the proposed amendment(s) to the Committee staff of the two agencies for review and research and provide an appropriate mechanism for field input and discussion. The California Workforce Investment Board will be invited to review and comment on proposed amendments.

V. **Procedures for Resolving Differences**

The SBE and the BOG recognize that a coherent vocational and technical education program is in the best interests of California. To that end they have established the Committee to assure cooperation and collaboration in planning, implementing, and evaluating federally aided programs under the Perkins Act.

However, given that the SBE and BOG has a vested responsibility for different educational segments, it is reasonable to expect that occasional differences may occur. If differences occur, they shall be resolved as follows:

Step 1:

Should the Committee fail to reach agreement of a recommendation to their respective Boards, or should recommendation(s) from this group be accepted by one Board and rejected by the other, the Presidents of each Board shall meet to discuss the issue(s) and develop a recommendation to resolve the issue(s).

Step 2:

Should the Presidents of the two Boards not reach an acceptable compromise, then the two Boards may meet jointly to discuss the issue(s). Either Board may request a joint meeting.

Step 3:

If a resolution to the issue(s) that is acceptable to both Boards cannot be reached, then the SBE shall make the decision. The SBE's decision, along with a record of review and comment on the issue(s), shall be forwarded to the U.S. Department of Education.

VI. **Modification**

If any modification or amendment of the MOU is proposed by one of either the SBE or the BOG a thirty (30) day written notice shall be provided to the

Appendix 4

other agency. The modification or amendment shall be incorporated into the agreement by mutual consent of the two agencies.

VII. Termination

The MOU may be terminated by either party with a written notice to the non-initiating party and the Committee thirty (30) days prior to the effective date of the termination. The written notification shall state the reasons for the termination. If the agreement is terminated, the SBE and the BOG shall have 90 days to execute a new MOU.

Section 118 - Occupational and Employment Information

Based on the availability of funds, the Superintendent of Public Instruction and the Governor will designate a state occupational and employment information entity to undertake activities specified in Section 118 (b):

- Provide support for a career guidance and academic counseling programs designed to promote improved career and education decision making by individuals (especially in areas of career information delivery and use);
- Make available to students, parents, teachers, administrators, and counselors, and to improve accessibility with respect to, information and planning resources that relate educational preparation to career goals and expectations;
- Equip teachers, administrators, and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing;
- Assist appropriate State entities in tailoring career-related educational resources and training for use by such entities;
- Improve coordination and communication among administrators and planners of programs authorized by this Act and by section 15 of the Wagner-Peyser Act at the Federal, State, and local levels to ensure non-duplication of efforts and the appropriate use of shared information and data; and
- Provide ongoing means for customers, such as students and parents, to provide comments and feedback on products and services and to update resources, as appropriate, to better meet customer requirements.

Appendix 5



GOVERNOR GRAY DAVIS

May 30, 2000

Ms. Patricia W. McNeil
Assistant Secretary
United States Department of Education
Office of Vocational and Adult Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7100

Dear Assistant Secretary McNeil:

We are pleased to designate the California Occupational Information Coordinating Committee (COICC), as the "state entity" described in Section 118(b) of the Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (VATEA) for program year 2000-2001, the first year of operation under the Workforce Investment Act. The COICC is already established as an entity in California by Section 10531 of the State's Unemployment Code and has served as the State Occupational Information Coordinating Committee (SOICC) for over 15 years. During the coming year, the California Workforce Investment Board will review this designation for subsequent years.

If you have any questions, please call Patrick Ainsworth, Associate Superintendent, California Department of Education at (916) 445-2652.

Sincerely,

A stylized, bold signature of Gray Davis.

GRAY DAVIS
Governor
State of California

A cursive signature of Delaine Eastin.

DELAINE EASTIN
Superintendent of Public Instruction
State of California

STATE CAPITOL • SACRAMENTO, CALIFORNIA 95814 • (916) 445-2841



**Instructions for Submitting the
Four-Year Local Performance Plan
2000-2004
(Special Emphasis for 2000-2001)**

**For the Use of
Carl D. Perkins Vocational and Technical Education Act Funds**

**In Partial Fulfillment
Of the Requirements for
Section 131 – Secondary Education
or
Section 132- Postsecondary Education
(Adult ROC/P & Adult Education)**

**Administered by the
California Department of Education**



Instructions for the 2000-2004 Local Performance Plan
For the Use of Carl D. Perkins Vocational and Technical Education Funds

Each local educational agency (LEA) desiring to participate in the 2000-2004 Title IC Perkins Act funding for vocational education programs serving either secondary students (Section 131 funding) or postsecondary (adult education and adult ROC/P) students (Section 132 funding) must develop and submit a 2000-2004 complete local performance plan for the use of the funds.

The local performance plan must consist of a coherent, detailed narrative that addresses the Perkins Act mandates and the evaluation of student outcomes based on the core indicators of performance. LEAs are required under Perkins III to involve parents, students, teachers, representatives of business and industry, representatives of special populations groups, and representatives from other interested parties in the development of the local plan.

The strategies for whole school reform, especially for high schools, as outlined in the New American High Schools initiative, are directly related to the development and implementation of the four-year local performance plan for the use of Carl D. Perkins Vocational and Technical Education Act funds. Please refer to the New American High School Strategies section of the Perkins Planning Handbook for more detailed information and a comparison of the Perkins Act Criteria and New American High School Strategies.

In accordance with Sections 134 and 135 of the Perkins Act and the California State Plan for Carl D. Perkins Vocational and Technical Education Act Funds 2000-2004, the local performance plan narrative must address all of the components in each section.

Note: The 2000-2004 Local Performance Plan **MUST** be submitted with all sections and subsections clearly identified. The plan narrative must also correlate with the planned uses of Perkins III funds as presented on the Budget/Expenditure Schedule (CDE 101-A).

The 2000-2001 Local Application/Plan for Carl D. Perkins Vocational and Technical Education Act Funds will consist of the following items ***in the order listed:***

1. Vocational Education Application for Funding (CDE 100)(revised 4/00)
2. Budget/Expenditure Schedule (CDE 101-A)(revised 4/00)
3. Application Sign-Off Form for Administrative Representatives of Special Populations
4. Statements of Assurances, PY 2000-2001
5. Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace
6. 2000-2004 Local Performance Plan (with Special Emphasis for 2000-2001)

Please submit an original packet, with the appropriate original signatures, and one copy to:
California Department of Education
Standards and High School Development Division
High School Initiatives Office
721 Capitol Mall, 4th Floor
Sacramento, CA 95814

Attention: Neil Yeager

Section 1.

Strengthening the Academic and Vocational and Technical Education Curriculum

A. Vocational education programs to be assisted with Title IC funds.

1. Provide a statement of assurances that the funding for development and implementation of the Integrated and Career-Related Education Continuum as described in the California State Plan for Carl D. Perkins Vocational and Technical Education will be limited to programs as described in this local plan that (a) begin no earlier than grade seven; (b) include a clearly defined sequence of at least three (3) courses that prepare students for career entry and postsecondary education; (c) are part of a sequence of courses that may include a capstone course at the high school, or ROC/P; and (d) are taught by a vocational education credentialed teacher, or are taught by another credentialed teacher in cooperation with, and approved by, a vocational education credentialed teacher designated as the “lead teacher” for the sequence of courses.
2. Describe the vocational education program(s) to be assisted with Title IC funds for each of the program years 2000-2001, 2001-2002, 2002-2003, and 2003-2004.
3. Describe the process and rationale for determining the vocational education program(s) to be assisted with Perkins III funds for each of the program years 2000-2001, 2001-2002, 2002-2003, and 2003-2004.

B. All interested individuals are informed about the Perkins III requirements.

1. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of the Perkins Act.
2. Include a listing of the meetings and/or consultations conducted, along with dates, agendas, and individuals represented at these meetings and/or consultations in order to satisfy the requirements in item B1 above.

C. Program includes a coherent sequence of courses with emphasis on integrated curriculum.

1. Describe how the Perkins III funds and funds from other resources, such as professional development, School Improvement, Chapter I, and others will be used to improve vocational education programs identified in A2 by providing vocational and technical education in programs that integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies.

Appendix 6

Summarize progress to date in achieving academic and vocational education integration, and describe planned activities to improve progress in this area over the next four years. Response may address activities such as staff development, curriculum development, collaborative program planning and implementation, team teaching, and shared facility and equipment use.

2. Describe how students are being encouraged through counseling to pursue the coherent sequence of courses in the vocational education program areas of their interest.
3. Describe how students in the vocational and technical education programs identified in A2 are taught to the same challenging academic proficiencies as those taught to all other students.
4. For each vocational education program assisted with Perkins III funds, attach a listing of the courses that comprise the recommended sequence of courses. The list of courses needs to be arranged by content area and recommended grade level for each course in the recommended sequence. A chart should be presented that is similar to those found in state vocational education career path guides and model curriculum standards.

Note: The State Plan for Carl D. Perkins Vocational and Technical Education describes a coherent sequence of courses as three or more courses offered in a vocational program area. Most secondary vocational education programs will include a “capstone” course that is frequently identified as an ROC/P.

5. A current course catalogue or course list needs to be submitted with this plan which includes a course description of each course for the recommended sequence of courses.

D. Program improvement activities of such size, scope, and quality to be effective.

1. Describe how Perkins III funds and funds from other resources will be used to improve the assisted vocational education programs by providing vocational education in programs that are of such size, scope, and quality as to be effective and to bring about improvement in the quality of education offered by the school.
2. Describe the process that will be used to evaluate the improvement(s) described in D1.

E. Increased linkages between secondary and postsecondary educational institutions.

1. Describe how Perkins III funds and how funds from other resources will be used to increase linkages between secondary and postsecondary educational institutions; academic and vocational educators; and among education, business, industry, labor, and the community.
2. Summarize progress made to date in developing formal written articulation agreements to vocational and technical programs in grades 11-14; indicate plans to improve/expand progress in implementing tech-prep programs. (Include a copy of a formal articulation agreement along with a current list of articulated courses.)

Section 2

**Program Strategies Reflecting Workplace Needs and
an Understanding of All Aspects of an Industry**

A. Programs are related to state identified industry sectors and local occupational needs.

1. Describe how the occupational needs of the local area were considered in identifying the vocational education program(s) to be assisted with Perkins III funds.
2. Describe methods to be used to coordinate vocational education services with relevant programs conducted under the Workforce Investment Act (WIA), CalWorks, and the Job Training Partnership Act (JTPA), including cooperative arrangements established with private industry councils and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to vocational services.

B. Describe, in detail, the planned use of Perkins III funds and funds from other resources to accomplish each of the following improvements in vocational programs:

1. Enhanced relevance of the programs to the workplace and to the occupations for which students are being trained.
 2. Development and use of curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skill attainment.
 3. Provision to vocational education students of strong experience in, and understanding of, all aspects of the industry* the students are preparing to enter.
 4. Provision for reviewing the vocational and technical education programs in order to set priorities for local program improvement related to the state adopted 15 industry sectors.
 5. Program changes necessary to ensure that the program instruction in all aspects of the industry is integral to all assisted programs by the end of the four-year period covered by this local plan.
- *All aspects of the industry, with respect to a particular industry that a student is preparing to enter, include planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.*

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- C. Use of technology in the assisted programs will be developed, improved, or expanded.
1. Describe the activities related to the use of technology. Such activities may include: training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; providing vocational and technical education students with the academic and vocational and technical skills that lead to entry into the high technology and telecommunications field; or encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
 2. Include with this plan the portion of the Vocational Education Equipment Inventory document that represents equipment obtained over the previous 5 years. At least every two years, a complete physical inventory of equipment must be taken and the results reconciled with the equipment inventory to verify the current utilization and continued need for the equipment.

Section 3.

Support Services and Activities

- A. Describe the extent to which the funded programs provide full and equitable participation of individuals who are members of special populations*

*The term “Special Populations” means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.

- B. Describe in detail how the needs of individuals who are members of special populations groups will be assessed and the planned use of funds to meet such needs.
- C. Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations.
- D. Describe in detail the affirmative outreach and recruitment efforts to be used to provide access to vocational education programs of such size, scope, and quality to be effective for all students, especially those who are economically disadvantaged (including foster children), students with disabilities, and students of limited English proficiency.

NOTE: “Special Populations” is NOT the same as Special Education Students.

C. Describe in detail **HOW** vocational education programs cooperate with the special population requirements of the Perkins Act.

1. How will the LEA identify, recruit, retain, and place male and female students who desire to participate in nontraditional programs?
2. How will the LEA provide outreach, recruitment and support services (e.g. childcare and transportation) to members of special populations, including teen parents, who may require them in order to participate in vocational education programs?
3. How will the LEA collaborate with social service agencies and community-based organizations?
4. How will the LEA recognize cultural diversity and utilize staff development activities and materials available from the California Department of Education, Office of Gender Equity staff and other sources to recruit culturally diverse students into vocational education?

Section 4.

Comprehensive Professional Development

A. Professional development programs provided to teachers, counselors, and administrators.

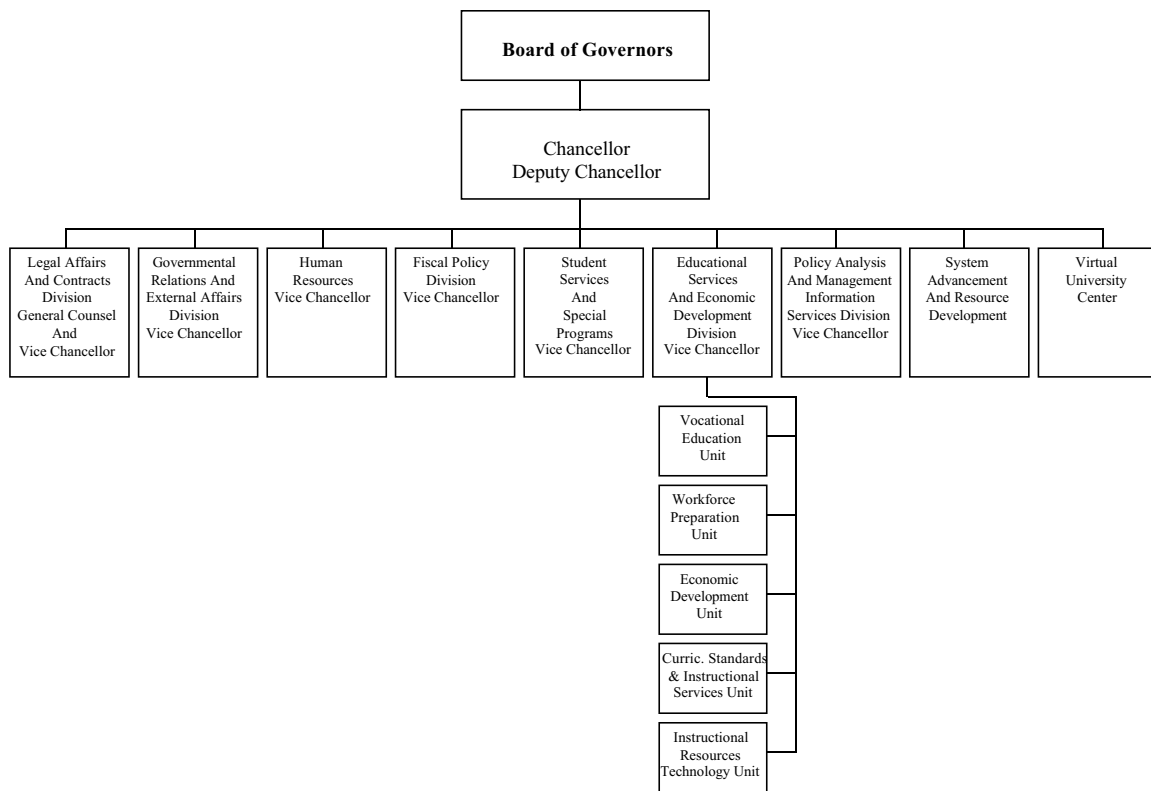
1. Describe in detail the inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement.
2. Describe in detail the professional development programs for teachers of vocational and technical education and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry.
3. Describe in detail the internship programs that provide business experience to teachers.
4. Describe in detail the programs designed to train teachers specifically in the use and application of technology. This may include teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry.
5. How will the LEA recognize sex bias and stereotyping of special populations groups in the classroom and implement staff development activities to eliminate them?
6. Provide a list of the vocational and technical education related professional development activities to be attended by teachers, counselors, and administrators during 2000-2001.

Section 5.

Evaluation and Assessment of Vocational and Technical Education Programs

- A. Describe the process that will be used to independently evaluate and continuously improve the academic and vocational performance of students participating in vocational education programs.
- B. Describe plans to increase the participation of representatives of business, industry, and labor in planning, implementing, and evaluating funded programs.
- C. Achievement of continued progress/improvement for each core indicators of performance for the previous program year.
 - 1. Describe the level that the LEA reached during 1999-2000 in meeting the state adjusted level of performance for the student attainment of challenging state-established academic, and vocational and technical, skill proficiencies.
 - 2. Describe the level that the LEA reached during 1999-2000 in meeting the state adjusted level of performance for the student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
 - 3. Describe the level that the LEA reached during 1999-2000 in meeting the state adjusted level of performance for the placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
 - 4. Describe the level that the LEA reached during 1999-2000 in meeting the state adjusted level of performance for the student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.
- D. Plan for program improvement for the current program year, 2000-2001.
 - 1. Describe the plan for improving the results of items #1 in part A above.
 - 2. Describe the plan for improving the results of items #2 in part A above.
 - 3. Describe the plan for improving the results of items #3 in part A above.
 - 4. Describe the plan for improving the results of items #4 in part A above.

Chancellor's Office, California Community Colleges Organization Chart for Vocational and Technical Education



Vocational and Technical Education

**Guidelines for Preparing the 2000-2004 Local Plan
For Title I, Part C, Section 132 Funds
Carl D. Perkins Vocational and Technical Education Act of 1998**

**The Four-Year Local Plan is Due in the Chancellor's Office
Tuesday, October 31, 2000**

**Chancellor's Office, California Community Colleges
Educational Services and Economic Development Division
Vocational Education Unit
1102 Q Street, 3rd Floor
Sacramento, CA 95814-6511
(916) 445-0486**

Guidelines for Preparing the 2000-2004 Local Plan

**For Title I, Part C, Section B2 Funds
Carl D. Perkins Vocational and Technical Education Act of 1998**

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**GUIDELINES FOR PREPARING THE 2000-2004 LOCAL PLAN
FOR TITLE I, PART C, SECTION 132 FUNDS UNDER THE
CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998**

Each eligible recipient desiring to participate in Title I, Part C, Section 132 funding under the Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA), Public Law 105-332, must submit a local plan for the funds, in addition to annual applications and reports.

These guidelines provide a brief overview of VTEA; summaries of the Federal and state mandates; descriptions of the required local plan, applications, and reports; and detailed instructions for preparing the 2000-2004 local plan.

SECTION I. BRIEF OVERVIEW OF THE 1998 ACT

In amending the 1990 Act, the 1998 Perkins Act, hereafter referred to as VTEA, authorizes Federal funding assistance for vocational and technical education for the five-year period, July 1, 1999 - June 30, 2004. Both the Basic Grant (Title I) and Tech-Prep (Title II) components of the VTEA are funded at “such sums as necessary,” leaving the decision on funding each year to the federal appropriation committee.

The purpose of the VTEA is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs by:

- **building on the efforts of states and localities to develop challenging academic standards;**
- **promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;**
- **increasing state and local flexibility to provide services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and,**
- **disseminating national research, and providing professional development and technical assistance to improve vocational and technical education programs, services, and activities.**

Major Changes in the Use and Administration of Perkins Funds

Regulations established for state and local uses and administration of the VTEA funds are significantly changed from those established for the 1990 Act. Major changes include:

- **an increase in the percent of the funds earmarked for local assistance;**
Not less than 85 percent of the 1998 Act funds must be allocated to eligible recipients of secondary and postsecondary allocations—up from the 75 percent requirement in the 1990 Act.

- **greater local flexibility in the use of the funds;**

The 1990 Act required local agencies to give funding priority to programs and activities that served the highest concentrations of “special population” students. The 1998 Act removed this funding restriction and added to the purpose the inclusion of all “students who elect to enroll in vocational and technical education programs.”

- **elimination of setaside funds for equity;**

The 1990 Act’s 10.5 percent setasides for displaced homemakers, single parents, pregnant teenagers, and grants to overcome sex bias have been dropped. These populations are included in the 1998 Act’s definition of “special populations.” Also eliminated was the requirement that states fund a full-time gender equity coordinator.

- **an increased emphasis on academic rigor;**

The 1990 Act redefined “vocational education” to require the integration of academic and vocational education proficiencies. The 1998 Act places an even higher priority on developing challenging academic standards and defines vocational and technical education as organized educational activities that... (See definition on page 188.)

- **greater accountability for results; and,**

The 1998 Act requires states to measure student outcomes in four core areas: academic and occupational skill attainment; school/college completion; placement and retention in postsecondary education, employment, or the military; and lead to non-traditional training and employment. The levels of performance identified for each core indicator must be used by the state to monitor continual progress toward improving the performance of students enrolled in vocational and technical education. The purpose of VTEA accountability is to assess the effectiveness of the State in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities.

- **substantive changes in the local uses of funds.**

Section 135 of the 1998 Act provides regulations for the local uses of VTEA funds. The following interpretations of the section’s four subsections were developed in consultation with the U. S. Department of Education’s Office of Vocational and Adult Education.

Subsection (a) provides the general authority for the uses of the funds. It is interpreted to mean that the funds are to be used:

- **to improve or expand, not maintain, programs;**
- **to develop, implement and improve vocational and technical education, not general education, programs; and,**
- **to improve programs, not isolated courses.**

Subsection (b) identifies the requirements or required characteristics of vocational and technical education programs in which the funds are used. It does not require districts to expend Section 132 funds to exclusively support the eight required program characteristics. It does require districts to ensure that the eight requirements are being met, or will be met by June 30, 2004, in each of the 2-, 4- and 6-digit TOP Code vocational and technical education programs in which Section 132 funds are used. The eight requirements will be included in the annual Statements of Assurance document

submitted by the districts as part of the local application for funds. District compliance with this and other mandates will be monitored during on-site visitations by the Chancellor's Office staff.

Subsection (c) identifies the 15 permissive uses of the VTEA funds. District use of VTEA funds is limited to these 15 permissive uses.

Subsection (d) allows districts to expend up to 5 percent of the VTEA Title I, Part C expenditures as administrative costs associated with the uses of these funds. It is important to note that the 5 percent calculation is based on the total of the funds expended, not the total allocation. Title I, Section 3 defines administration as activities necessary for the proper and efficient performance of the eligible recipients duties under this Act, including supervision, but does not include curriculum development activities, personnel development or research activities.

State Distribution of the Basic Grant (Title I) Funds

Title I, Part A—State Administration (5 percent)

Divided between the California Department of Education (CDE) and the Chancellor's Office of the California Community Colleges (COCCC) on a 64 percent CDE/36 percent COCCC basis for administration of the State Plan. State matching dollars are required for the State Administration funds.

Title I, Part A—State Leadership (10 percent)

One percent of these funds are reserved for grants to serve individuals in State institutions, including State correctional institutions and institutions that serve individuals with disabilities. An additional amount of \$150,000 is set aside to provide state leadership for services that prepare individuals for nontraditional training and employment. The remaining almost 9 percent of the funds are divided between the CDE and the COCCC on a 51 percent CDE/49 percent COCCC basis to conduct state leadership activities.

Title I, Part C—Local Assistance (85 percent)

These funds are divided between secondary (Section 131) and postsecondary (Section 132) vocational and technical education program purposes based on an annual comparison of the vocational and technical education enrollments at the two levels. Enrollment data from the last completed year is used for the comparison—Example, 1998-99 enrollment data was used for determining the division of the 2000-2001 funds.

For the 2000-2001 program year, 40.64 percent of the Title I, Part C funds will be allocated to secondary programs administered by unified and union high school districts. For the 2000-2001 program year, 59.36 percent will be allocated to postsecondary programs administered by community college districts, unified and union high school adult education programs, and regional occupational centers and programs for adults.

The postsecondary program (Section 132) funds are divided among the community college districts, adult education and regional occupational centers and programs for adults based on the reported number of economically disadvantaged adults enrolled in vocational and technical education programs.

A detailed explanation of the distribution of the State's Basic Grant and Tech-Prep funds is provided in Chapter 8 of the 2000-2004 California State Plan for Vocational and Technical Education.

SECTION II. PERTINENT FEDERAL AND STATE REQUIREMENTS

OVAE/DVTE Program Memorandum 99-11

Requires that recipients of VTEA, Section 132 funds:

- **be represented on the Local Workforce Investment Board (Local Board);**
- **enter into a Memorandum of Understanding (MOU) with the Local Workforce Investment Board relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and methods for referral;**
- **make available the core services that are applicable to VTEA through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and,**
- **use a portion of funds provided under VTEA, Section 132 (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.**

Requirements are included in the Statements of Assurance document to be submitted by the district as part of the annual application for VTEA funds.

VTEA, Section 6. Limitation

Prohibits the uses of VTEA funds to carry out programs or activities that were funded under the School-to-Work Opportunities Act. Limitation is included in the Statements of Assurance document to be submitted by the district as part of the annual application for VTEA funds.

VTEA, Section 113. Accountability

Requires states to establish a performance accountability system that includes four core indicators of performance and State-adjusted levels of performance for each of the core indicators. The four core indicators are: (1) student attainment of challenging State established academic, and vocational and technical skill proficiencies; (2) student attainment of certificates or associate degrees; (3) student placement in employment, the military or transfer to advanced training in other postsecondary institutions; and, (4) student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment. Little change is anticipated in district reporting since system data on student performance in the core indicators established in the 1990 Act is already being reported by colleges to the Management Information System (MIS) in the Chancellor's Office. The MIS uses the social security numbers of community college students as a student identifier to determine completion of certificates and degrees, follow-up on job placements, transfer to four-year colleges, entry into the military service, and participation in nontraditional programs. The Chancellor's Office analyzes these data to produce a report to the U. S. Department of Education (USDE) on the State's progress in achieving the adjusted levels of

performance, including a quantifiable description of the progress special populations have made in meeting the State-adjusted levels of performance. Reports will be made available to districts for use in identifying program improvement priorities.

The core indicators and State-adjusted levels of performance are important considerations in the planning and budget processes since VTEA funds must be used to improve programs with the intended outcome of improving the performance of all vocational and technical education students in the core indicators.

A detailed description of the postsecondary core indicators and State-adjusted levels of performance is provided in Chapter 5 of the 2000-2004 California State Plan for Vocational and Technical Education.

VTEA, Section 134. Local Plan for Vocational and Technical Education

- Requires eligible recipients to submit local plans;
- requires local plans to be of the same duration as State plan; and,
- specifies the content requirements of the local plan, including a required description of how parents, students, teachers, representatives of business, industry, labor organizations, special populations, and other individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted with these funds.

(Entire text provided in Appendix)

VTEA, Section 135. Local Uses of Funds

- Provides the general authority for local uses of funds;
- identifies requirements (characteristics of vocational and technical education programs) for uses of funds;
- lists the permissive uses of funds; and,
- specifies the percent of funds allowable for administrative costs.

(See Section I for interpretation. Entire text provided in Appendix)

VTEA, Section 311. Fiscal Requirements

Requires that VTEA funds be used to supplement, not supplant, non-Federal funds expended to carry out vocational and technical education activities and tech-prep activities.

(Statement is included in the Statements of Assurance document to be submitted by the district as part of the annual application for VTEA funds.)

VTEA, Section 314. Voluntary Selection and Participation

Prohibits the use of VTEA funds to require any individual to participate in a vocational and technical education program, including vocational and technical education programs that require the attainment of a federally-funded skill level, standard, or certificate of mastery. (Statement is included in the Statements of Assurance document to be submitted by the district as part of the annual application for VTEA funds.)

VTEA, Section 316. Federal Laws Guaranteeing Civil Rights

Specifies that nothing in VTEA shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Nondiscrimination statement is included in the Statements of Assurance document to be submitted by the district as a part of the annual application for the VTEA funds.)

California Education Code Section 78016

Requires the governing board of each district to conduct a biennial review of every vocational or occupations training program offered to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program, meets a documented labor market demand, avoids unnecessary duplication of other manpower training programs in the area, and is of demonstrated effectiveness as measured by the employment and completion success of its students. (Entire text provided in Appendix)

2000-2004 California State Plan for Vocational and Technical Education

The State Plan is considered to be the State's general application for the Carl D. Perkins Vocational and Technical Education Act of 1998 funds, as required by Section 122 of the VTEA and Section 435 of the General Education Provisions Act (20 U.S.C. 1232d). Its purpose is to set forth policies and procedures for more fully developing the academic, vocational and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs. The State Plan was developed in consultation with a broad-based field review committee appointed by the State Superintendent of Public Instruction and the Chancellor of California's Community Colleges. It addresses the 21 content requirements established for state plans in Section 122 of VTEA. It establishes the following eight categories of priority for the uses of the VTEA funds during the 2000-2004 time period: accountability, professional development, curriculum development, linkages and partnerships, counseling and other support services, student leadership, dissemination and public relations, and resource development.

In the State Plan, the following conditions relating to Section 122 apply:

- each eligible agency desiring assistance under this title for any fiscal year shall prepare and submit to the Secretary a State plan for a 5-year period, together with such annual revisions as the eligible agency determines to be necessary; and,

- each eligible agency may submit such annual revisions of the State plan to the Secretary as the eligible agency determines to be necessary and shall, after the second year of the 5-year State Plan, conduct a review of activities assisted under this title and submit any revisions of the State plan that the eligible agency determines necessary to the Secretary.

Districts and colleges are encouraged to review the State Plan prior to developing the four-year local plan. The 2000-2004 California State Plan for Vocational and Technical Education will be available on the COCCC website, [www.cccco.edu/esed/vocational education/](http://www.cccco.edu/esed/vocational%20education/) .

SECTION III. ACTIVITIES REQUIRED FOR DISTRICT/COLLEGE PARTICIPATION IN THE VTEA FUNDING

Three major activities are required for district participation in VTEA funding: a four-year local plan for the use of the funds, an annual application and expenditure plan, and an annual final report.

Four-Year Local Plan

The four-year local plan has two primary purposes: (1) to provide the narrative responses and assurances required in the VTEA mandates and applicable Federal and State requirements, and (2) to provide a strategic description of the vocational and technical education program improvements to be made with VTEA funds during the 2000-2004 time period. The annual application and expenditure plan will be used to collect district information on the program improvements to be made with VTEA funds in each to the four program years. The annual application will request districts to identify the TOP Code vocational and technical education program(s) to be improved, describe the improvements to be made, and describe how the program improvement activities will be carried out with respect to meeting State-adjusted levels of performance established for the core indicators. Instructions for submitting the program improvement information requested for the 2000-2001 program year are provided in Step 4 of Section IV of these guidelines.

Section 134 of the Act requires local plans to be for the same time period as the State Plan. Due to the Act's late passage date (October, 1998), states were provided with two alternatives: (1) submitting a five-year (1999-2004) state plan or, (2) submitting a one-year state transition plan for the 1999-2000 program year and a four-year state plan for 2000-2004. California selected alternative (2) because of the time needed to complete the required research and development of a multiple-year state plan. By doing so, it committed local agencies to submit plans for the same time periods.

A district may update or revise its local plan at any time to reflect new priorities based on annual evaluations, program outcomes, or emerging industry changes.

Annual Application and Expenditure Plan

Annual applications and expenditure plans must be submitted for Title I, Part C, VTEA funds based on allocations provided by the COCCC. Forms are included under Appendix F. The applications must reflect the district's four-year local plan for program improvement, any revisions that must be made to the four-year local plan, and yearly evaluations and assessments of performance, including an analysis of progress in meeting State-adjusted

levels of performance and a determination of how the needs of special populations are being met.

Annual Final Report

The annual final report will identify the year's planned and actual outcomes of vocational and technical education program improvement activities carried out with Title I, Part C, VTEA funds. The report will be based on the four-year local plan, the one-year application and expenditure plan, an evaluation of the programs improved with the funds, and an assessment of how the needs of special populations students were met in the vocational and technical education programs assisted with the funds.

SECTION IV. STEPS FOR PREPARING THE LOCAL PLAN

Five major steps are required to prepare the 2000-2004, four-year local plan, which is, for the most part, a narrative description.

Step I-- Identify, convene, and involve the Local Planning Team

Section 134(b)(4) identifies the groups that must be involved in the development, implementation, and evaluation of vocational and technical education programs assisted with VTEA funds. For purposes of these guidelines, this group will be called the Local Planning Team. The team may be augmented with other representatives and individuals, as needed, for additional planning advice or expertise. Multiple-campus districts may have a team for each college. If district planning and activities are a part of the local planning then an appropriate local plan team is required.

Districts and/or colleges may already have planning teams or advisory committees that satisfy, or could satisfy, the Section 134(b)(4) requirements by adding additional members. It is not necessary to appoint a completely new group of individuals to serve as the Local Planning Team.

The Local Planning Team needs to seek input from other planning groups, including local program advisory committees, and consider requirements such as coordination with the Workforce Investment Act (WIA) and working with other districts within the geographic region to plan a coordinated approach to meeting student and labor market needs.

In compliance with OVAE/DVTE Program Memorandum 99-11, the district will be represented on the Local Workforce Investment Board (WIB); enter into a Memorandum of Understanding with the Local WIB relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and the methods for referral; make available the core services that are applicable to VTEA through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and use a portion of the VTEA funds (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.

The majority of faculty members on the Local Planning Team should be representatives of vocational and technical education programs. Administrators of occupational education with responsibility for vocational and technical education programs to be assisted with the VTEA funds should be integral members of the Local Planning Team.

To complete Step 1:

- Complete the attached form, “List of Members of the VTEA Local Planning Team.” Provide brief descriptions of how the VTEA Local Planning Team was involved in the development, implementation and evaluation of the four-year local plan, the results of that involvement, and how the team was informed about and assisted in understanding the requirements of VTEA. Precede this description with the heading, “Involvement of the Local Planning Team.”

Step 2-- Identify, accumulate, and analyze the appropriate data for VTEA program improvement. Provide a narrative description.

The district/college priorities for program improvement should be based on an analysis of a variety of reviews, evaluations and reports, including:

- district’s MIS core indicator data with respect to the State-adjusted levels of performance (See VTEA Section 113 and the 2000-2004 State Plan);
- results of the activities conducted during the 1999-2000 program year;
- results from the reviews and evaluations required in VTEA Sections 134 and 135;
- criteria used to determine that the vocational and technical education program is of such size, scope and quality to bring about improvement in the quality of vocational and technical education programs;
- local vocational and technical education advisory committee recommendations;
- labor market analysis and requirements;
- the categories of priority established in the 2000-2004 State Plan priorities;
- results of the SB645 Performance-Based Accountability System (Report Card Bill);
- results from the biennial review of programs required by Education Code Section 78016;
- recent district accreditation reviews and reports;
- specialized vocational and technical education program accreditation reviews and reports;
- recommendations resulting from regional planning activities; and,
- other evaluative and planning information.

The analysis results and other pertinent information should be provided to the Local Planning Team for its consideration during the planning process.

To complete Step 2:

- For the purpose of VTEA program improvement, describe the data used, and the analysis conducted. Precede this description with the heading, “Data Analysis for Program Improvement.”

Step 3. Respond to requests for information related to the planned uses of VTEA funds to improve vocational and technical education programs and other local plan content requirements presented in Section 134(b) of the Act.

To complete Step 3:

Provide the information as requested below for the elements required in VTEA Section 134. Number the responses as they are presented here. Precede this section with the heading, "Responses to VTEA Section 134(b) Requirements for Descriptions of District Compliance."

1. Describe how the vocational and technical education programs assisted with VTEA funds will be improved through the integration of academic and vocational and technical education programs in a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.
2. Describe how vocational and technical education programs assisted with VTEA funds will provide students with strong experience in, and understanding of, all aspects of an industry. (See Appendix A for definition of "all aspects of an industry.")
3. Describe how the district will ensure that students who participate in vocational and technical education programs assisted with VTEA funds are taught to the same challenging academic proficiencies as are taught for all other students.
4. Describe the process the district will use to independently evaluate and continuously improve the performance of the vocational and technical education programs assisted with the VTEA funds.
5. Describe how the vocational and technical education programs assisted with VTEA funds will be reviewed, and strategies identified and adopted:
 - a) To overcome barriers that result in lowering rates of special population student access to, and success in, these programs;
 - b) To enable the special populations to meet the State-adjusted levels of performance; and
 - c) To ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.
6. Describe how funds will be used to promote preparation for nontraditional training and employment.
7. Describe how comprehensive professional development (including initial teacher preparation) will be provided for vocational and technical, academic, guidance and administrative personnel.

Step 4. Describe the planned uses of 2000-2004 VTEA funds to improve the district/college vocational and technical education programs

To complete Step 4:

Provide the information as requested below. Precede this Section with the heading, "Priorities For Use of 2000-2004 VTEA Funds to Improve Vocational and Technical Education Programs" by each year.

For each 2-digit TOP Code vocational and technical education program area to be improved with each of 2000-2004 VTEA funds, identify the 2-, 4- and/or 6-digit TOP Code vocational and technical education programs by each year. Reminder: As described in Section I of these guidelines, the eight requirements for the local uses of funds must be met in each 2-, 4- or 6-digit vocational and technical education program in which the Title I, Part C funds are used. Refer to the definition of vocational and technical education programs in Appendix A.

Step 4a. Describe the planned uses of 2000-2001 VTEA funds to improve the district/college vocational and technical education programs

To complete Step 4a:

Provide the information as requested below. Precede this Section with the heading, "Priorities For Use of 2000-2001 VTEA Funds to Improve Vocational and Technical Education Programs" by each year.

1. For each 2-digit TOP Code vocational and technical education program area to be improved with each of 2000-2001 VTEA funds, identify the 2-, 4- and/or 6-digit TOP Code vocational and technical education programs by each year. Reminder: As described in Section I of these guidelines, the eight requirements for the local uses of funds must be met in each 2-, 4- or 6-digit vocational and technical education program in which the Title I, Part C funds are used. Refer to the definition of vocational and technical education programs in Appendix A.
2. Describe the planned uses of VTEA funds to improve or expand the identified programs.
3. Describe how the vocational and technical education activities will be carried out with respect to meeting State-adjusted levels of performance under Section 113.
4. Complete a Budget Summary Form (FORM VTEA-4) for each 2-, 4-, and 6-digit vocational and technical education program in which VTEA funds will be used.
5. Complete Statements of Assurance (FORM VTEA-5).
6. Complete Certifications Form (FORM VTEA-6).

Step 5. Complete the signature page, assemble the plan, and submit the four-year plan by Tuesday, October 31, 2000.

To complete Step 5.

- Complete the attached Four-Year 2000-2004 Local Plan Cover Page provided in Appendix F.
- Assemble the materials. The four-year local plan will be comprised of the following items:
 - a. Four-Year Local Plan Cover Page—page
 - b. List of Members of the VTEA Local Planning Team—from Step 1
 - c. Involvement of the VTEA Local Planning Team—from Step 1
 - d. Data analysis for Program Improvement—from Step 2
 - e. Responses to VTEA Section 134(b) Requirements for Descriptions of District Compliance—from Step 3
 - f. Priorities for use of 2000-2004 VTEA funds—from Step 4
 - g. Planned Uses of 2000-2001 VTEA Funds to Improve Vocational and Technical Education Programs—from Step 4a
- Number the pages beginning with the List of Members of VTEA Local Planning Team and continue sequentially through the remainder of the pages.
- Staple the local plan in the upper left-hand corner of the document. Do not use other methods of binding.
- Obtain the District Superintendent/President original signature in blue or red ink on four copies of the Cover Page.
- Submit all four copies of the Local Plan to:
 - Chancellor's Office, California Community Colleges
 - Vocational Education Unit
 - 1102 Q. Street – Third Floor
 - Sacramento, CA 95814

ATTENTION: FOUR YEAR LOCAL PLAN
- **Due Date: October 31, 2000**

SECTION V. CHANCELLOR'S OFFICE CONTACTS

If you have any questions or need information regarding these guidelines, please contact your Vocational Education Regional Specialist in the Chancellor's Office, California Community Colleges.

Interim Dean, Vocational Education: Peggy Olivier (916) 445-0494
Email polivier@cccco.edu

<u>Region</u>	<u>Vocational Education Regional Specialists</u>	
North/Far North	Marilyn Jorgensen Email mjorgens@cccco.edu	(916) 327-5492
Bay/Interior Bay	Bobbie Jones Email bjones@cccco.edu	(916) 327-5486
Central	Teresa Parkison Email tparkiso@cccco.edu	(916) 322-6292
South Coast	Teresa Parkison Email tparkiso@cccco.edu	(916) 322-6292
Los Angeles/Orange	Bobbie Jones Email bjones@cccco.edu	(916) 327-5486
Desert	Teresa Parkison Email tparkiso@cccco.edu	(916) 322-6292
San Diego/Imperial	Bobbie Jones Email bjones@cccco.edu	(916) 327-5486

SECTION VI. APPENDICES

A. Definitions

A. Text of VTEA Section 134

B. Text of VTEA Section 135

C. California Education Code Section 78016

D. VTEA Title I-C 2000-2004 Local Plan Checklist and Review Form

E. Forms

- 1) VTEA-1 (Agreement for 2000-2001 Application for VTEA Title I-C Funds)**
- 2) VTEA-2 (Request/Claim for Funds, VTEA Title I-C)**
- 3) VTEA-3 (VTEA Title I-C, Budget Summary)**
- 4) VTEA-4 (Statement of Assurance)**
- 5) VTEA-5 (Certifications Regarding Lobbying)**
- 6) VTEA-6 (List of Members of VTEA Local Planning Team)**

APPENDIX A - Definitions

The Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA) is the result of Congressional action to amend the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (VATEA). VTEA was signed into law on October 31, 1998. Implementation by the states began with the program year July 1, 1999, through June 30, 2000.

Definitions of VTEA are taken from the federal law:

SEC 3. DEFINITIONS.

“In this Act:

“(1) *ADMINISTRATION*. – The term “administration”, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

“(2) *ALL ASPECTS OF AN INDUSTRY**. – The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

“(3) *AREA VOCATIONAL AND TECHNICAL EDUCATION SCHOOL*. – The term “area vocational and technical education school” means –

“(A) a specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;

“(B) the department of a public secondary school exclusively or principally used for providing vocational and technical education in not fewer than 5 different occupational fields to individuals who are available for study in preparation for entering the labor market;

“(C) a public or nonprofit technical institution or vocational and technical education school used exclusively or principally for the provision of vocational and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have left secondary school;
or

“(D) the department or division of an institution of higher education that operates under the policies of the eligible agency and that provides vocational and technical education in not fewer than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students

both individuals who have completed secondary school and individuals who have left secondary school.

“(4) *CAREER GUIDANCE AND ACADEMIC COUNSELING*. - The term “career guidance and academic counseling” means providing access to information regarding career awareness and planning with respect to an individual’s occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

“(5) *CHARTER SCHOOL*.* – The term “charter school” has the meaning given the term in Section 10306 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8066).

“(6) *COOPERATIVE EDUCATION*. – The term “cooperative education” means a method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related vocational and technical education instruction, by alternation of study in school with a job in any occupational field, which, which alternation shall be planned in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

“(7) *DISPLACED HOMEMAKER*. – The term “displaced homemaker” means an individual who

“(A) (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

“(ii) has been dependent on the income of another family member but is no longer supported by that income, or;

“(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C.601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and

“(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

“(8) *EDUCATIONAL SERVICE AGENCY**. – The term “educational service agency” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965.

“(9) *ELIGIBLE AGENCY**. – The term “eligible agency” means a State Board designated or created consistent with State law as the sole State agency responsible for the administration of vocational and technical education or for supervision of the administration of vocational and technical education in the State.

“(10) *ELIGIBLE INSTITUTION**. – The term “eligible institution” means –

“(A) an institution of higher education

“(B) a local educational agency providing education at the postsecondary level;

“(C) an area vocational and technical education school providing education at the postsecondary level;

“(D) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Stat. 596; 25 U.S.C. 452 et seq.);

“(E) an educational service agency; or

“(F) a consortium of 2 or more of the entities described in subparagraphs (A) through (E).

“(11) *ELIGIBLE RECIPIENT*. – The term “eligible recipient” means –

“(A) a local educational agency, an area vocational and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or

“(B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

“(12) *GOVERNOR**. – The term “Governor” means the chief executive officer of a State or an outlying area.

“(13) *INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY*. – The term “individual with limited English proficiency” means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and –

“(A) whose native language is a language other than English; or

“(B) who lives in a family or community environment in which a language other than English is the dominant language.

“(14) *INDIVIDUAL WITH A DISABILITY*. –

“(A) *IN GENERAL*. – The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

“(B) *INDIVIDUALS WITH DISABILITIES*. – The term “individuals with disabilities” means more than 1 individual with a disability.

“(15) *INSTITUTION OF HIGHER EDUCATION**. – The term, “institution of higher education,” has the meaning given the term in section 101 of the Higher Education Act of 1965.

“(16) *LOCAL EDUCATIONAL AGENCY*. – The term “local educational agency” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

“(17) *NONTRADITIONAL TRAINING AND EMPLOYEMENT**. – The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

“(18) *OUTLYING AREA**. – The term “outlying area” means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

“(19) *POSTSECONDARY EDUCATIONAL INSTITUTION* . – The term “postsecondary educational institution” means –

“(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit towards a bachelor’s degree;

“(B) a tribally controlled college or university; or

“(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

“(20) *SCHOOL DROPOUT**. – The term “school dropout” means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

“(21) *SECONDARY SCHOOL** – The term “secondary school” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

“(22) *SECRETARY*. – The term “secretary” means the Secretary of Education.

“(23) *SPECIAL POPULATIONS**. – The term “special populations” means —

“(A) individuals with disabilities

“(B) individuals from economically disadvantaged families, including foster children;

“(C) individuals preparing for nontraditional training and employment;

“(D) single parents, including single pregnant women;

“(E) displaced homemakers; and

“(F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

“(24) *STATE*. – The term “State”, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.

“(25) *SUPPORT SERVICES**. – The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

“(26) *TECH-PREP PROGRAM*. – The term “tech-prep program” means a program of study that -

“(A) combines at least 2 years of secondary education (as determined under State law) and 2 years of postsecondary education in a nonduplicative sequential course of study;

“(B) strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical instruction;

“(C) provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;

“(D) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and

“(E) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

“(27) *TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY*. – The term “tribally controlled college or university” has meaning given such term in section 2 of the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801 (a) (4)).

“(28) *TRIBALLY CONTROLLED POSTSECONDARY VOCATIONAL AND TECHNICAL INSTITUTION*. – The term “tribally controlled postsecondary vocational and technical institution” means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that paragraph (2) of such section shall not be applicable and the reference to Secretary in paragraph (5) (A) of such section shall be deemed to refer to the Secretary of the Interior) that –

“(A) is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or Indian tribes;

“(B) offers a technical degree or certificate granting program;

“(C) is governed by a board of directors or trustees, a majority of whom are Indians;

“(D) demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations;

“(E) has been in operation for at least 3 years;

“(F) holds accreditation with or is a candidate for accreditation by a nationally-recognized accrediting authority for postsecondary vocational and technical education; and

“(G) enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.

“(29) *VOCATIONAL AND TECHNICAL EDUCATION**. – The term “vocational and technical education” means organized educational activities that –

“(A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s, or doctoral degree) in current or emerging employment sectors; and

“(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

“(30) *VOCATIONAL AND TECHNICAL STUDENT ORGANIZATION*. –

“(A) *IN GENERAL*. – The term “vocational and technical student organization” means an organization for individuals enrolled in a vocational and technical education programs that engages in vocational and technical activities as an integral part of the instructional program.

“(B) *STATE AND NATIONAL UNITS*. – An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in vocational and technical education at the local level.

NOTE: The definitions marked with an asterisk (*) are new to the 1998 Act.

ADDENDUM TO APPENDIX A: The following definitions are from VATEA and may be helpful in setting definitions for still-applicable program settings.

(a) *Definitions.*

(1) *Coherent sequence of courses.* The definition of “coherent sequence of courses” in §400.4(b) has been revised to include sequential units encompassed within a single adult training or retraining course that otherwise meets the requirements of the definition. The Secretary believes that Congress clearly intended that competency-based vocational programs be funded under the Act—including competency-based adult training and retraining, which are invariably conducted as single courses.

(2) *Economically disadvantaged family or individual.* The definition of “economically disadvantaged family or individual” in §400.4(b) has been modified to include an individual who receives a Pell grant or assistance under a comparable State program of need-based financial assistance, or who is eligible to participate in programs assisted under Title II of the Job Training Partnership Act. Additionally, the phrase “or the Health and Human Services (HHS) Poverty Guidelines” has been added to paragraph (3) of the definition of “economically disadvantaged family or individual” following the reference to the Department of Commerce. The Secretary believes that receipt of a Pell grant or comparable State assistance, eligibility under Title II of the Job Training Partnership Act, and eligibility based on data from the HHS Poverty Guidelines are indices that would be representative of the economic status of students attending vocational education programs. These indices have been included in the regulations so that a case-by-case determination under paragraph (4) of the definition is not required prior to using them. A conforming change has been made to §403.114(a).

(b) *Definitions in EDGAR.* The following terms used in regulations for the Vocational and Applied Technology Education Programs are defined in 34 CFR 77.1:

Acquisition

Applicant

Application

Award

Budget

Contract

Department

EDGAR

Elementary school

Facilities

Federally recognized Indian tribal government

Fiscal year

Grant

Grantee

Grant period

Nonprofit

Private

Project

Public

Recipient

Secondary school

Secretary
State educational agency
Subgrant
Subgrantee
Supplies

c) *Other definitions.* The following definitions also apply to the regulations for Vocational and Applied Technology Education Programs:

- *Act* means the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 *et seq.*), as amended by Pub. L. 101-392, 104 Stat. 753 (1990), and Pub. L. 102-103, 105 Stat. 497 (1991), unless otherwise indicated.
- *Administration* means activities of a State necessary for the proper and efficient performance of its duties under the Act, including supervision, but not including curriculum development activities, personnel development, or research activities.
- *All aspects of an industry* includes, with respect to a particular industry that a student is preparing to enter, planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.
- *Americans with Disabilities Act of 1990* or *ADA* mean the Act in 42 U.S.C. 12101 *et seq.*
Apprenticeship training program means a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act (29 U.S.C. 50), that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and that contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.
- *Area vocational education school* means—
 - (1) A specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market;
 - (2) The department of a high school exclusively or principally used for providing vocational education in not less than five different occupational fields to individuals who are available for study in preparation for entering the labor market;
 - (3) A technical institute or vocational school used exclusively or principally for the provision of vocational education to individuals who have completed or left high school and who are available for study in preparation for entering the labor market; or
 - (4) The department or division of a junior college, community college, or university that operates under the policies of the State board and provides vocational education in not less than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if, in the case of a school, department, or division described in paragraph (3) of this definition or in this paragraph, it admits as regular students both individuals who have completed high school and individuals who have left high school.

- *Career guidance and counseling* means programs that—
 - (1) Pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; and
 - (2) Assist those individuals in making and implementing informed educational and occupational choices.
- *Chapter 1* means Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 2701 *et seq.*).
- *Coherent sequence of courses* means a series of courses in which vocational and academic education are integrated, and which directly relates to, and leads to, both academic and occupational competencies. The term includes competency-based education, academic education, and adult training or retraining, including sequential units encompassed within a single adult retraining course, that otherwise meet the requirements of this definition.
- *Community-based organization* means a private nonprofit organization of demonstrated effectiveness that is representative of communities or significant segments of communities and that provides job training services (for example, Opportunities Industrialization Centers, the National Urban League, SER-Jobs for Progress, United Way of America, Mainstream, the National Puerto Rican Forum, National Council of La Raza, WAVE, Inc., Jobs for Youth, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities (as defined in section 7(10) of the Rehabilitation Act of 1973 (29 U.S.C. 706(10)), agencies serving youth, agencies serving individuals with disabilities, including disabled veterans, agencies serving displaced homemakers, union-related organizations, and employer-related nonprofit organizations), and an organization of demonstrated effectiveness serving non-reservation Indians (including the National Urban Indian Council), as well as tribal governments and Native Alaskan groups. (Authority: 20 U.S.C. 2471(6); 41 U.S.C. 1503(5))
- *Construction* includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.
- *Cooperative education* means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

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- *Criminal offender* means any individual who is charged with, or convicted of, any criminal offense, including a youth offender or a juvenile offender.
- *Correctional institution* means any—
 - (1) Prison;
 - (2) Jail;
 - (3) Reformatory;
 - (4) Work farm;
 - (5) Detention center; or
 - (6) Halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.
- *Curriculum materials* means instructional and related or supportive material, including materials using advanced learning technology, in any occupational field that is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.
- *Disadvantaged* refers to individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable these individuals to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade A equals 4.0), or who fails to attain minimum academic competencies may be considered *academically disadvantaged*. The definition does not include individuals with learning disabilities.
- *Displaced homemaker* means an individual who—
 - (1) Is an adult;
 - (2) Has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; and
 - (3)(i) Has been dependent on public assistance or on the income of a relative but is no longer supported by that income;
 - (ii) Is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601), Aid to Families with Dependent Children, within two years of the parent's application for assistance under the Carl D. Perkins Vocational and Applied Technology Education Act;
 - (iii) Is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or
 - (iv) Is described in paragraphs (1) and (2) of this definition and is a criminal offender.

- *Economically disadvantaged family or individual* means a family or individual that is—
 - (1) Eligible for any of the following:
 - (i) The program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act (42 U.S.C. 601).
 - (ii) Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011).
 - (iii) To be counted for purposes of section 1005 of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (Chapter 1) (20 U.S.C. 2701).
 - (iv) The free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751).

Note to paragraph (1)(iv): The National School Lunch Act prohibits the identification of students by name. However, State and local projects may use the total number of students participating in a free or reduced-priced meals program to determine eligibility for projects, services, and activities under the Vocational and Applied Technology Education Programs.
 - (v) Participation in programs assisted under Title II of the JTPA.
 - (2) In receipt of a Pell grant or assistance under a comparable State program of need-based financial assistance.
 - (3) Determined by the Secretary to be low-income according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines.
 - (4) Identified as low income according to other indices of economic status, including estimates of those indices, if a grantee demonstrates to the satisfaction of the Secretary that those indices are more representative of the number of economically disadvantaged students attending vocational education programs. The Secretary determines, on a case-by-case basis, whether other indices of economic status are more representative of the number of economically disadvantaged students attending vocational education programs, taking into consideration, for example, the statistical reliability of any data submitted by a grantee as well as the general acceptance of the indices by other agencies in the State or local area. (Authority: 20 U.S.C. 2341(d)(3))
- *Eligible recipient* means, except as otherwise provided, a local educational agency, an area vocational education school, an intermediate educational agency, a postsecondary educational institution, a State corrections educational agency, or an eligible institution as defined in 34 CFR 403.117(a).
- *General occupational skills* means strong experience in, and understanding of, all aspects of an industry.
- *High technology* means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.
- *IDEA* means the Individuals with Disabilities Education Act (20 U.S.C. 1400 *et seq.*), formerly entitled Education of the Handicapped Act.

- *Individual with disabilities* means any individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990), which includes any individual who—
 - (1) Has a physical or mental impairment that substantially limits one or more of the major life activities of that individual;
 - (2) Has a record of an impairment described in paragraph (1) of this definition; or
 - (3) Is regarded as having an impairment described in paragraph (1) of this definition.

Note: This definition necessarily includes any individual who has been evaluated under Part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. (Authority: 42 U.S.C. 12102(2))
- *Individualized education program* means a written statement for a disabled individual developed in accordance with sections 612(4) and 614(a)(5) of the IDEA (20 U.S.C. 1412(4) and 1414(a)(5)).
- *Institution of higher education.* (1) The term means an educational institution in any State that—
 - (i) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;
 - (ii) Is legally authorized within such State to provide a program of education beyond secondary education;
 - (iii) Provides an educational program for which it awards a bachelor's degree or provides not less than a two-year program that is acceptable for full credit toward such a degree;
 - (iv) Is a public or other nonprofit institution; and
 - (v) Is accredited by a nationally recognized accrediting agency or association, or if not so accredited—
 - (A) Is an institution with respect to which the Secretary has determined that there is satisfactory assurance, considering the resources available to the institution, the period of time, if any, during which it has operated, the effort it is making to meet accreditation standards, and the purpose for which this determination is being made, that the institution will meet the accreditation standards of such an agency or association within a reasonable time; or
 - (B) Is an institution whose credits are accepted, on transfer, by not less than three institutions which are so accredited, for credit on the same basis as if transferred from an institution so accredited.
- (2) The term also includes—
 - (i) Any school which provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provisions of paragraphs (1)(i), (ii), (iv), and (v) of this definition; and
 - (ii) A public or nonprofit private educational institution in any State which, in lieu of the requirement in paragraph (1) of this definition, admits as regular students persons who are beyond the age of compulsory school attendance in the State in which the institution is located and who meet the requirements of section 484(d) of the Higher Education Act of 1965 (20 U.S.C. 1091(d)).(Authority: 20 U.S.C. 1141(a))

- *Intermediate educational agency* means a combination of school districts or counties (those divisions of a State utilized by the Secretary of Commerce in compiling and reporting data regarding counties) as are recognized in a State as an administrative agency for that State's vocational or technical education schools or for vocational programs within its public elementary or secondary schools. This term includes any other public institution or agency having administrative control and direction over a public elementary or secondary school. (Authority: 20 U.S.C. 2891(5))
- *JTPA* means the Job Training Partnership Act (29 U.S.C. 1501 *et seq.*).
- *Limited English proficiency*, if used with reference to individuals, means individuals—
 - (1)(i) Who were not born in the United States or whose native language is a language other than English;
 - (ii) Who come from environments where a language other than English is dominant; or
 - (iii) Who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
 - (2) Who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. (Authority: 20 U.S.C. 3223(a)(1))
- *Local educational agency* means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program. For the purposes of sections 114, 115, 116, 117, and 240 of the Act (implemented at 34 CFR 403.31(e) and (f), 403.32(c)(3), 403.190, 403.191, 403.192, 403.201, 403.202, and 403.204), this term includes a State corrections educational agency.
- *Measure* means a description of an outcome. (Authority: *H.R. Rep. No. 41, 101st Cong., 1st Sess. 13 (1989)*)
- *Postsecondary educational institution* means an institution legally authorized to provide postsecondary education within a State, a Bureau of Indian Affairs-controlled postsecondary institution, or any postsecondary educational institution operated by, or on behalf of, any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450) or under the Act of April 16, 1934 (25 U.S.C. 452).
- *Preparatory services* means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education training program. Preparatory services may include, but are not limited to —

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- (1) Services, programs, or activities related to outreach to, or recruitment of, potential vocational education students;
 - (2) Career counseling and personal counseling;
 - (3) Vocational assessment and testing; and
 - (4) Other appropriate services, programs, or activities.
- *Private vocational training institution* means a business or trade school, or technical institution or other technical or vocational school, in any State, that—
 - (1) Admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by the institution;
 - (2) Is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations;
 - (3) Has been in existence for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this definition; and
 - (4) Is accredited—
 - (i) By a nationally recognized accrediting agency or association listed by the Secretary;
 - (ii) If the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary; or
 - (iii) If the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of that category. The committee shall prescribe the standards of content, scope, and quality that must be met by those schools and shall also determine whether particular schools meet those standards.
 - *Program effectiveness panel* means the panel of experts in the evaluation of education programs and in other areas of education, at least two-thirds of whom are not Federal employees, who are appointed by the Secretary, and who review and assign scores to programs according to the criteria in 34 CFR 786.12 or 787.12.
 - *Program year* or *academic year* mean the twelve-month period during which a State operates its vocational education program (which is most generally a period beginning on July 1 and ending on the following June 30). (Authority: 20 U.S.C. 1225(a))
 - *Rehabilitation Act of 1973* means the Act in 29 U.S.C. 701 *et seq.*
 - *School facilities* means classrooms and related facilities, including initial equipment, and interests in lands on which the facilities are constructed. The term does not include any facility intended primarily for events for which admission is to be charged to the general public.

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- *Sequential course of study* means an integrated series of courses that are directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for postsecondary education.
- *Single parent* means an individual who—
 - (1) Is unmarried or legally separated from a spouse; and
 - (2) (i) Has a minor child or children for which the parent has either custody or joint custody; or
(ii) Is pregnant.
- *Small business* means a for-profit enterprise employing 500 or fewer employees.
- *Special populations* refers to individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.
- *Specific job training* means training and education for skills required by an employer to provide the individual student with the ability to obtain employment and to adapt to the changing demands of the workplace.
- *Spread* means the degree to which—
 - (1) Project activities and results are demonstrated to others;
 - (2) Technical assistance is provided to others to help them replicate project activities and results;
 - (3) Project activities and results are replicated at other sites; or
 - (4) Information and material about or resulting from the project are disseminated.
- *Standard* means the level or rate of an outcome. (Authority: H.R. Rep. No. 41, 101st Cong., 1st Sess. 13 (1989))
- *State* means any of the 50 States, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, and Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Pub. L. 99-658 (48 U.S.C. 1681)).
- *State board* means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education or for supervision of the administration of vocational education in the State.
- *State corrections educational agency* means the State agency or agencies responsible for carrying out corrections education programs in the State.
- *State council* means the State council on vocational education established in accordance with 34 CFR 403.17 through 403.19.

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- *Supplementary services* means curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.
- *Technology education* means an applied discipline designed to promote technological literacy that provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power, and energy.
- *Transportability* means the ease by which project activities and results may be replicated at other sites, such as through the development and use of guides or manuals that provide step-by-step directions for others to follow in order to initiate similar efforts and reproduce comparable results.
- *Tribally controlled community college* means an institution that receives assistance under the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1801 *et seq.*) or the Navajo Community College Act (25 U.S.C. 640a).
- *Vocational education* means organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. These programs must include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. This term also includes applied technology education.
- *Vocational student organizations* means those organizations for individuals enrolled in vocational education programs that engage in activities as an integral part of the instructional program. These organizations may have State and national units that aggregate the work and purposes of instruction in vocational education at the local level. *Wagner-Peyser Act* means the Act in 29 U.S.C. 49 *et seq.* (Authority: 20 U.S.C. 2471)

APPENDIX – B

Text of VTEA Section 134

SEC. 134. LOCAL PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.

(a) **LOCAL PLAN REQUIRED** —Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

(b) **CONTENTS**—The eligible agency shall determine requirements for local plans, except that each local plan shall —

- (1) describe how the vocational and technical education programs required under section 135(b) will be carried out with funds received under this title;
- (2) describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113;
- (3) describe how the eligible recipient will —
 - (A) improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
 - (B) provide students with strong experience in and understanding of all aspects of an industry; and
 - (C) ensure that students who participate in such vocational and technical education programs are taught to the same challenging proficiencies as are taught for all other students;
- (4) describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title;
- (5) provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs;
- (6) describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;
- (7) describe how the eligible recipient —
 - (A) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to, or lowering success in, the programs, for special populations; and
 - (B) will provide programs that are designed to enable the special populations to meet the State-adjusted levels of performance;
- (8) describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations;
- (9) describe how funds will be used to promote preparation for nontraditional training and employment; and
- (10) describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

APPENDIX – C

Text of VTEA Section 135

SEC. 135. LOCAL USES OF FUNDS.

(a) GENERAL AUTHORITY—Each eligible recipient that receives funds under this part shall use such funds to improve vocational and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS—Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs that —

- (1) strengthen the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;
 - (2) provide students with strong experience in and understanding of all aspects of an industry;
 - (3) develop, improve, or expand the use of technology in vocational and technical education, which may include—
 - (A) training of vocational and technical education personnel to use state -of-the-art technology, which may include distance learning;
 - (B) providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications fields; or
 - (C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;
 - (4) provide professional development programs to teachers, counselors, and administrators, including—
 - (A) inservice and preservice training in state -of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - (B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (C) internship programs that provide business experience to teachers; and
 - (D) programs designed to train teachers specifically in the use and application of technology;
 - (5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
 - (6) initiate, improve, expand, and modernize quality vocational and technical education programs;
 - (7) provide services and activities that are of sufficient size, scope, and quality to be effective; and
 - (8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech -prep programs.
- (c) PERMISSIVE—Funds made available to an eligible recipient under this title may be used —
- (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

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- (2) to provide career guidance and academic counseling for students participating in vocational and technical education programs;
 - (3) to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
 - (4) to provide programs for special populations;
 - (5) for local education and business partnerships;
 - (6) to assist vocational and technical student organizations;
 - (7) for mentoring and support services;
 - (8) for leasing, purchasing, upgrading or adapting equipment, including instructional aides;
 - (9) for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
 - (10) for improving or developing new vocational and technical education courses;
 - (11) to provide support for family and consumer sciences programs;
 - (12) to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;
 - (13) to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;
 - (14) to support nontraditional training and employment activities; and
 - (15) to support other vocational and technical education activities that are consistent with the purpose of this Act.
- (d) **ADMINISTRATIVE COSTS**—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with administration of activities assisted under this section.

APPENDIX – D

Text of California Education Code Section 78016

- (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
 - (1) meets a documented labor market demand,
 - (2) does not represent unnecessary duplication of other manpower training programs in the area, and
 - (3) is of demonstrated effectiveness as measured by the employment and completion success of its students.
- (b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.
- (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division I (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- (d) This section shall apply to each program commenced subsequent to July 28, 1983.
- (e) A written summary of the findings of each review shall be made available to the public.

Appendix 8

California Community Colleges
Vocational and Technical Education
Form VTEA-6

VTEA Local Planning Team
2000-2004

LIST OF MEMBERS OF THE VTEA LOCAL PLANNING TEAM*

District/College:

VTEA Section 134(b)(4) requires that a group of individuals be involved in the development, implementation, and evaluation of vocational and technical education programs assisted with Title I, Part C funds. The following table is to be completed with information related to these individuals and submitted as part of the 2000-2004 local plan. There is no limitation on the number of representatives that may be appointed from each group. Use additional pages if necessary.

Required Representation	Name	Title	Agency or Organization
1. Business			
2. Industry			
3. Labor Organizations			
4. Special Populations			
5. Faculty*			
6. Students			
7. Others			

*The majority of faculty should be representatives of vocational and technical education.

- For audit purposes, document the input of the VTEA Local Planning Team in the credit file for each year.

**2000-2004 Local Plan for Title I, Part C, Section 132 Funds
Carl D. Perkins Vocational and Technical Education Act of 1998**

LOCAL PLAN COVER PAGE

District:

The signature below of the Chief Executive Officer of the District, or other authorized officer, certifies that this 2000-2004 Local Plan for the use of the Title I, Part C, Section 132 funds under the Carl D. Perkins Vocational and Technical Education Act of 1998, has been developed and will be implemented and evaluated following the provisions of the Act, any applicable provisions of the 2000-2004 California State Plan for Vocational and Technical Education, and the Guidelines for Preparing the 2000-2004 Local Plan. Implementation of the four-year local plan will occur based upon submittal by the District to the State of a Local One-Year Application and Expenditure Plan, approval of the one-year plan by the State, and the annual receipt of Title I, Part C, Section 132 funds allocated by the State and distributed to the District through the apportionment process. Allocations are dependent upon the State receiving funds from the Federal government. Such funds will be used for the sole purpose of improving vocational and technical education programs and will not be used to supplant other funds. The District agrees to submit an Annual Final Report following guidelines for such reports prepared by the State regarding outcomes of activities assisted with Title I, Part C, Section 132 funds.

Signature of the Superintendent/President

Date

Printed Name

Title

Name of District's Contact for Vocational and Technical Education

Contact's Telephone Number

Contact's FAX Number

Contact's E-Mail Address

Project Monitor Name _____

Approved By: _____
Vocational Education Specialist

Date: _____

Description of Measures for Secondary, ROC/P and Adult Education Programs

Core Indicator 1A: Academic Skill Proficiencies

Background: California has elected to use cumulative grade point average of 9th to 12th graders as a transitional measure of vocational program completers' attainment of academic skills. While the state recognizes the limitations of using GPA as a measure of student attainment, consultations with management information specialists from local education agencies suggest that, given districts' current data processing capacity, GPA is the only viable approach to providing quality data on this measure. Since data on adult cumulative grade point averages are not available, this measure will not be collected for adults.

One alternative measurement approach that the state considered was the use of its Standardized Testing and Reporting system (STAR), which tests all public school students in basic academic skills. Presently, students in grades 9 through 11 are tested annually in reading, mathematics, writing, science, and history-social science using the Stanford Achievement Test (SAT-9), a nationally normed test.

Unfortunately, SAT-9 subject area tests are neither consistent with state-established content standards, nor are scores routinely incorporated in districts' management information systems. To use the SAT-9 as a measure of students' attainment of academic skills, local education agencies would need to manually match test results with individual vocational program completers—this would constitute a significant data burden in many districts. Field representatives indicated that the quality of local data would suffer if local agencies were required to match STAR outcomes with individual students.

Furthermore, the STAR examination is undergoing significant revision, meaning that test scores for the 1999-2000 school year will not be consistent with subsequent year data. The state is currently in the process of augmenting its statewide assessment program to better link student testing to state-established content standards. As part of this effort, questions that align with state content standards will be incorporated into the SAT-9, and existing questions removed, in order to create a more effective statewide testing instrument.

California is committed to developing high quality assessments of student academic attainment, however, and it may be that the augmented state testing program could serve as a measure of student attainment in subsequent years. Indeed, the state is planning to incorporate subject area test scores as a field within CSIS, a statewide, electronic student record system that is currently in development. As this technology

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comes on line, the state will be able to assess standards-based academic achievement of vocational program completers without imposing any added burden on local educators.

The state is also in the process of developing a high school exit examination that could serve as an alternative measure of academic attainment. Recent state law requires the Superintendent of Public Instruction to develop, and the State Board of Education to approve, a high school exit examination by October 1, 2000. The content of the test must be consistent with the State content standards for language arts and mathematics. Commencing with the 2003-04 school year, and each school year thereafter, each pupil completing grade 12 must successfully pass the exit examination as a condition for receiving a diploma of graduation, or a condition of graduation from high school. Again, this data will be incorporated into the CSIS database, meaning that the state will have the capacity to report academic outcomes of selected students.

Measure Construction

Percentage of 12th grade vocational program completers earning a cumulative GPA of 2.5 or higher:

Numerator: Number of 12th grade vocational program completers earning a cumulative GPA of 2.5 or higher.

Denominator: Number of 12th grade vocational program completers.

Limitations: The measure proposed by the state presently offers the best approach to assessing academic attainment among vocational program completers. Over time the state anticipates adopting alternative measures that better reflect student attainment of challenging state-recognized academic standards. Limitations of the measure include:

1. *Grade Point Average is not aligned with state academic content standards.*
The California State Board of Education approved content standards for the areas of English/language arts and mathematics in 1997, and for history/social science and science in 1998. Although these content standards are voluntary for local school districts in California, they form the basis for curriculum frameworks, the adoption of textbooks, and for the development of statewide tests. While content standards are in development for a number of different academic subject areas, presently not all course instruction is tied to state content or performance standards.
2. *Cumulative grade point averages encompass a range of coursework.*
Student grade point averages are calculated based on 9th–12th grade student performances. Since averages may include a range of non-academic coursework, including vocational education, physical fitness, and non-academic electives, GPA does not provide a measure of academic attainment alone.

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Level of Performance: The state will collect data and set annual performance levels for vocational program completers based on data collected in the 1999–2000 academic year. Performance levels will be calculated by dividing the difference between the proposed state level of performance for the 2003–04 academic year and the base year performance level in 1999–2000, by the remaining number of years in the Act.

Setting performance levels for cumulative grade point average:

Subject	(A) Proposed level of performance 2003-04*	(B) Performance of vocational program completers: 1999-2000*	(C) Difference	(D) Proposed Performance Target: 2000-01 (C / 4 + B)
Reading	80%	72%	8%	74%

*Fictitious data for illustrative purposes only

In the event that vocational program completers are already scoring at or above the statewide performance level, the state will consider adopting alternative criteria to ensure that the state makes continuous improvement in vocational education. These criteria could be developed in consultation with OVAE, based on national data or information provided from state-to-state comparisons of student outcomes.

Note: The state is planning to use 1998-99 vocational program completion data as a transitional proxy measure of academic attainment, since most, if not all students, who complete a vocational program go on to graduate from high school. While the state recognizes the limitations of this assumption, this approach will enable the state to provide reasonably accurate baseline numbers by October 1, 2000. The state is presently in the process of collecting data on 12th grade students' overall GPA, which will be available as of December 2000. As of December, the state will revise its measure and baseline performance levels to reflect this newly available data.

To calculate transitional baseline levels of performance for this measure, the state has quantified the number of secondary students completing a vocational program in an LEA or ROC/P. Accordingly, the state estimates that 14.0 percent of students enrolling in a vocational education course will go on to complete a vocational program.

Core Indicator 1B: Occupational Skill Proficiencies

Background: All high school students and adults who complete their studies in a vocational program area must master a challenging set of technical knowledge, skills, and proficiencies that prepare them for entry-level employment and/or further education.

Completion of a secondary vocational program area is a transitional measure. Given that a large proportion of all secondary students in California takes some vocational coursework prior to graduating, it is likely that initial estimates of vocational program completion will be quite low. As state data collection capacity improves, the state will focus on increasing the number of students who complete a vocational program area after taking at least two vocational courses in a vocational program area sequence. The goal will be to ensure that students who concentrate in a specific vocational program area go on to complete the capstone course in their training.

Measure Construction

Secondary: Percentage of 12th grade secondary students who complete a capstone course in a vocational program sequence after completing a vocational course in any vocational program area:

Numerator: Number of 12th grade vocational program completers who have completed a capstone course as of June 30th of their senior year.

Denominator: Number of 12th graders who have completed at least one vocational course as of June 30th of their senior year.

Adults: Percentage of adult students earning a Certificate of Completion:

Numerator: Number of adult ROC/P and adult education students who earn a Certificate of Completion.

Denominator: Number of adults meeting the 20-hour threshold enrolled in an ROC/P or adult education.

Limitation

Vocational program completion is not aligned to state or industry approved standards.

Since the state does not presently have a set of state-approved or industry-identified skill standards, the only way of determining whether secondary students or adults have attained technical proficiency is to determine if they have completed a program. For adult students, the state is focusing measurement on individuals who are enrolled in ROC/P and adult education vocational programs, with the expectation that all adults who attend these programs and meet the participation threshold should complete their coursework.

Level of Performance

Program Completion: The state does not presently have data on 12th grade students who complete a vocational program sequence after completing a vocational course. Data on rates of student participation will be collected from local education agencies and ROC/Ps in the 1999-2000 academic year to set baseline performance levels. The state will set annual performance targets based on consultation with OVAE and review of data from other states.

Note: The state will use 1998-99 program completion data as a baseline estimate for OVAE's October 1st deadline, and provide final 1999-2000 baseline levels by December 2000. The state is presently in the process of collecting data on 12th grade vocational program completers who have completed a capstone course as of June 30 of their senior year. As of December 2000, the state will revise its baseline performance levels to reflect this newly available data.

To calculate transitional baseline levels of performance for this measure, the state has quantified the number of secondary students completing a vocational program in an LEA or ROC/P. Accordingly, the state estimates that 14.0 percent of students enrolling in a vocational education course will go on to complete a vocational program.

Adults: To date, the state has not tracked the percentage of adults who receive a Certificate of Completion from vocational education programs administered by ROC/Ps and adult education. The state is presently in the process of collecting data on the number of adults who earn a Certificate of Completion after enrolling in a vocational program or course. As of December, the state will revise its measures and baseline performance levels to reflect this newly available data.

Note: The state is planning on using 1998-99 adult vocational program completion data as a transitional proxy measure of occupational attainment. Since most, if not all adults who complete a vocational program in an ROC/P or adult education are awarded a Certificate of Completion, the preferred measure, this approach will enable the state to provide accurate baseline numbers by October 1, 2000.

To calculate transitional baseline levels of performance for this measure, the state has quantified the number of adult students completing a vocational program in an ROC/P. Accordingly, the state estimates that 79.3 percent of adults enrolling in a vocational education course offered at an ROC/P will go on to complete a vocational program.

Core Indicator 2: Secondary School Completion

Background: Students may graduate from high school with a regular high school diploma or some type of equivalency certificate. In California, students may qualify for an equivalency certificate by successfully passing the GED or California High School Proficiency Exam (CHSPE).

Measure Construction

Percentage of 12th grade vocational program completers graduating from high school:

Numerator: Number of 12th grade vocational program completers who receive a secondary school diploma or its equivalent by June 30 of their senior year.

Denominator: Number of 12th grade vocational program completers enrolled.

Limitations: Many factors affect high school completion so it will be difficult to establish with any certainty whether participation in vocational programs has any effect on school completion.

Level of Performance: The state routinely collects and publishes statistics on high school completion. According to state data, in the 1998–99 school year, 89.4% of entering 12th grade students in California subsequently went on to graduate from high school. At a minimum, vocational program completers should be as likely as other students to graduate from high school in the same academic year in which they entered as a 12th grade student. Accordingly, the state will hold vocational program completers to the same level of performance of all students, statewide. Performance levels for the 2000–01 school year will be calculated by dividing the difference between the proposed state level of performance and the base year test score by the remaining number of years in the Act.

Setting performance levels for high school completion:

Graduation Rate	(A) Proposed level of performance	(B) Performance of vocational program completers: 1999-2000*	(C) Difference	(D) Proposed Performance Target 2000-01 (C / 4 + B)
Graduation Rate	89.4 %	88.4 %	1.0	88.65 %

*Fictitious data for illustrative purposes only

In the event that vocational program completers are currently scoring at or above the proposed statewide performance level, the state will adopt the national graduation rate

of 91.7% as its performance target. Note that the state will work with OVAE to ensure that data used for setting annual performance levels reflect the most current data currently available.

Core Indicator 3: Placement in Postsecondary Education, Employment, or the Military

Background: California does not presently possess an electronic student record data system at the state level. Additionally, privacy laws prohibit the state from collecting social security numbers for use as unique secondary student record identifiers. To track student transitions to postsecondary education, employment and the military, the state will require local school districts and ROC/Ps to collect follow-up data on all secondary and adult students for the first six months following their vocational program completion. The state will require ROC/Ps and adult education to collect follow-up data on all adult students for the first six months following their vocational education program completion.

Measure Construction

Beginning with the 1999-2000 student follow-up, the state will collect data and report performance levels for all secondary and adult ROC/P students. Measure construction will be as follows:

Secondary: Percentage of secondary vocational program completers who are placed in further education, employment, or the military.

Numerator: Number of secondary vocational program completers who enroll in continuing education, find employment, or enlist in the military within 6 months following program completion.

Denominator: Number of secondary vocational program completers.

Adults: Percentage of adult vocational program completers who are placed in further education, employment, or the military:

Numerator: Number of adults earning a Certificate of Completion who enroll in continuing education, find employment, or enlist in the military within 6 months following program completion.

Denominator: Number of adults earning a Certificate of Completion.

Limitations:

1. *Follow-up data will not encompass all vocational program completers.*
While program completion usually terminates the enrollment of adult students, secondary students may complete a vocational program prior to graduating high

school. Since ROC/P staff do not have the capacity to differentiate high school graduates from those still enrolled, a relatively small number of ROC/P students who complete a vocational program, but who are still enrolled in school, will be included in the measure. As such, placement estimates may slightly underestimate the actual statewide placement rate.

2. *Placement data do not account for different types of employment.*

While the state will consider collecting data on different types of employment experiences (e.g., full-time/part-time, related/unrelated), for Perkins III reporting purposes, data will only be reported on positive student placements within the reporting period. The advantage to this approach is that it will provide data that are comparable with other states which use UI data. One benefit to using ROC/P survey data is that, unlike the UI system, information collected will include information on the self-employed, as well as on individuals who have moved out of state.

Level of Performance: The state is using 1998–99 follow-up data, collected on all secondary students, and on adults completing coursework in ROC/P, to establish annual performance levels for placement under the new Act. The state has based its initial performance levels on follow-up data collected in January 1999, that is data collected 6-months following program completion for students who completed their studies in the 1997–98 program year.

Secondary LEAs reported that a total of 64,051 students were placed into some form of postsecondary activity, accounting for roughly 74 percent of the 86,619 students who were reported as completing a vocational program in the 1998-99 school year. It is assumed that missing students, as well as those identified as being placed in an “Other” category, were not positively placed. Furthermore, it is assumed that LEA data are unduplicated, although it is possible that, in some cases, districts double-counted students.

Secondary ROC/Ps reported a total of 33,861 secondary students who were placed into some form of postsecondary activity, accounting for roughly 57 percent of the 59,419 students who were reported as completing a vocational program in the 1998-99 school year.¹ It is assumed that missing students, as well as those identified as being placed in an “Other” category, were not positively placed. Furthermore, it is assumed that ROC/P data are unduplicated, although it is possible that, in some cases, ROC/Ps double-counted students.

¹Since the state has not in the past disaggregated secondary and adult placement data for ROC/P, the state has estimated that secondary students comprised 33,861 (30 percent) of the 112,869 secondary and adult students who were positively placed in 1998-99. This estimate is based on data that show that 30 percent of all ROC/P program completers were secondary students in the 1998-99 school year.

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To calculate baseline levels of performance for this measure, the state will quantify the number of students who completed a vocational program in an LEA or ROC/P in 1998-99, and who were positively placed in a postsecondary activity following program completion.

Numerator:	(Number of vocational program completers in LEAs positively placed) + (Number of vocational program completers in ROC/Ps positively placed).
Denominator:	(Number of vocational program completers in LEAs) + (Number of vocational program completers in ROC/Ps).
Baseline:	Numerator = 64,051 (LEA) + 33,861 (ROC/P) = 97,912. Denominator = 86,619 (LEA) + 59,419 (ROC/P) = 146,038.
Performance Level:	67.0 percent.

While this placement rate of 67.0% is relatively high, the state will see to support continued improvement over, with levels of performance established based on 1999-2000 data.

At the adult level, state ROC/Ps reported positive placements for 79,008 of the 138,154 adults who were reported as completing a vocational program in the 1998-99 school year.² It is assumed that missing students, as well as those identified as being placed in an "Other" category, were not positively placed. Furthermore, it is assumed that ROC/P data are unduplicated, although it is possible that, in some cases, ROC/Ps double-counted students.

To calculate baseline levels of performance for this measure, the state will quantify the number of adults who completed a vocational program in an ROC/P in 1998-99 and who were positively placed in a postsecondary activity following program completion.

Numerator:	Number of adult vocational program completers in ROC/Ps positively placed.
Denominator:	Number of adult vocational program completers in ROC/P.
Baseline:	Numerator = 79,008. Denominator = 138,154.

² Since the state has not in the past disaggregated secondary and adult placement data for ROC/P, the state has estimated that adults comprised 79,008 (70 percent) of the 112,869 secondary and adult students who were positively placed in 1998-99. This estimate is based on data that show that 70 percent of all ROC/P program completers were adults in the 1998-99 school year.

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Performance Level: 57.2 percent.

Core Indicator 4: Nontraditional Programs

Background: California has collected data on nontraditional program participation under Perkins II. The state has identified programs that are out of balance using national data on labor force composition compiled by the U.S. Census Bureau and will map these programs into the 16 industry clusters identified by OVAE. The selection criteria are enclosed.

Measure Construction

Secondary: Percentage of underrepresented students participating in vocational programs within industry clusters:

- Numerator: Sum of females participating in male dominated industry clusters plus sum of males participating in female dominated industry clusters associated with nontraditional employment.
- Denominator: Sum of females and males participating within identified industry cluster areas.

Secondary: Percentage of underrepresented students completing vocational programs within industry clusters:

- Numerator: Sum of females completing vocational programs within male dominated industry clusters plus sum of males completing vocational programs within female dominated industry clusters associated with nontraditional employment.
- Denominator: Sum of females and males completing vocational programs within identified industry cluster areas.

Adults: Percentage of underrepresented adults participating in ROC/P and adult education vocational programs within industry clusters.

- Numerator: Sum of adult females participating in male dominated industry clusters plus sum of adult males participating in female dominated industry clusters associated with nontraditional employment.
- Denominator: Sum of adult females and males participating in vocational programs in identified industry cluster areas.

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Adults: Percentage of underrepresented adults completing ROC/P and adult education vocational programs within industry clusters.

Numerator:	Sum of adult females completing vocational programs within male dominated industry clusters plus sum of adult males completing vocational programs within female dominated industry clusters associated with nontraditional employment.
Denominator:	Sum of adult females and males completing vocational programs in identified industry cluster areas.

Limitations

1. *Enrollment and completion data do not account for program quality.*
Data on student participation are limited to descriptive statistics on student participation and completion. As such, they do not account for the quality of instruction across institutions or the effects of completion on attaining a job in a nontraditional field.
2. *Industry clusters may encompass occupations not out of balance in the workplace.*
Local education agencies presently report data on student enrollment by vocational program area. In some cases, vocational program areas offered at the secondary level prepare students for a broad number of occupations, some of which are, and some of which are not, out of balance in the workplace. Since agencies presently report at the broad program area level, it will not be possible to differentiate whether students participating in or completing these program areas are preparing for employment in an underrepresented occupation.

Moreover, to report by industry cluster, local agencies will assign vocational programs to specific clusters. In some cases, local agencies may assign vocational program areas that are out of balance to the same industry cluster to which it assigns programs that are in balance. As such, counts of participating and completing students within industry clusters will depend upon the classification decisions made at the local level. To minimize confusion, the state will provide local agencies with a taxonomy, based on CBEDS classification, which can be used when assigning program areas to industry clusters.

Level of Performance: The state will collect student participation and completion data on all vocational technical program areas within the state-identified industry clusters. To help identify vocational program areas that prepare students for underrepresented occupations, the Chancellor's Office, California Community Colleges has generated a list of higher education programs and OES Titles, based on 1990 Census data.

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The California Department of Education has crosswalked this list into its Statewide Course Enrollments to identify a subset of vocational program areas, and by extension, industry clusters, on which it will focus statewide program improvement activities. Specifically, while the state will collect enrollment and completion data on each of the 15 industry clusters it has identified, it will focus on increasing the number of underrepresented males and females in industry clusters that are associated with nontraditional employment.

A review of 1998–99 secondary data indicates that males participating in female-dominated occupations comprised 16.9% of statewide course enrollments. In comparison, females participating in male-dominated occupations comprised 16.0% of enrollments. While the overall rate of underrepresented participation (males plus females) was 16.1% in 1998–99, the state does not yet have participation and completion data by industry cluster, since it will be up to local agencies to make this assignment. This data will be available in the summer of 2000.

Note: The state will submit data for the October 1st deadline, for both secondary and adult students, based on overall program enrollment rates in non-traditional programs offered in LEA. In the past, the state has not collected completion data by program area for ROC/P students; as such, the state is not able to incorporate completion data for ROC/P students into the measure at this time.

The state has developed a new data collection form (CDE101-E-1) that will allow it to report completion rates for male and female students in LEA and ROC/P cluster areas associated with nontraditional employment in the 1999-2000 school year. The state plans to submit updated baseline data to OVAE by December 2000, based on its new sector approach.

To calculate baseline levels of performance for this measure, the state has quantified the number of students based in LEA who enrolled in vocational programs nontraditional for their sex. According to 1998-99 data, Trade & Industry (22% female) was the only industry cluster area that had enrollments that were out of balance. Given that estimates are based on overall enrollment, and not actual completion data, it is likely that this estimate overstates actual student completion rates. It is anticipated that, as the state transitions to its 15 Industry Sectors, additional cluster areas will be identified as out of balance, and that estimates of completion will fall.

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Enrollments in nontraditional vocational program areas: 1998 -99

	Male	Female	Percent
<u>Agriculture Education</u>			
4030 Mechanics/Engineering	8,503	1,034	10.8
<u>Business Education - Marketing</u>			
4101 Apparel and accessories	8	37	82.2
4102 Automotive and parts	71	-	0.0
4104 Floristry	4	80	95.2
<u>Consumer Home Economics Education</u>			
4321 Child development and guidance	1,740	9,796	84.9
4322 Articulated child development and guidance	581	2,613	81.8
4331 Clothing and textiles	1,540	9,373	85.9
4332 Articulated apparel construction	70	1,174	94.4
4381 Housing and furnishing	182	1,105	85.9
<u>Health Careers</u>			
4227 Preparing to work in health care II	38	131	77.5
4242 Medical office services	2	34	94.4
4280 Nursing services	10	144	93.5
4289 Biotech services continuing ed	8	34	81.0
<u>Home Economics Related Occupations</u>			
4400 Child care and development	1,193	6,576	84.6
4410 Fashion merchandising	94	470	83.3
4412 Apparel manufacturing	72	467	86.6
4430 Interior design	12	750	98.4
<u>Industrial and Technology</u>			
<i>5501 Intro to construction</i>	6,111	1,248	17.0
<i>5502 Residential and commercial</i>	533	54	9.2
<i>5503 Apartment/home repair</i>	153	19	11.0
<i>5505 Brick, block and stonemasonry</i>	287	2	0.7
<i>5507 Carpentry</i>	1,125	177	13.6
<i>5508 Concrete placing</i>	21	2	8.7
<i>5509 Construction equipment operation</i>	43	5	10.4
<i>5510 Cooling and refrigeration</i>	107	-	0.0
<i>5512 Electrician</i>	87	7	7.4
5514 Furniture making	360	19	5.0
<i>5516 Heating and air condition</i>	90	-	0.0
5520 Millwork and cabinetry	1,258	104	7.6
<i>5522 Pipefitting and steamfitting</i>	15	-	0.0
5523 Plastering	18	-	0.0
<i>5524 Plumbing</i>	25	3	10.7
5525 Roofing	27	1	3.6
5528 Structural and reinforcement	35	-	0.0
5530 Uphostering	242	14	5.5
5531 Woodworking	43,363	8,230	16.0
5549 Other construction	2,269	684	23.2

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Electronics Technology

5551 Intro to electronics	5,511	897	14.0
5558 Computer service technology	941	320	25.4
5561 Electronics technology	2,640	368	12.2
5563 Industrial electronics	26	-	0.0
5567 Motor repair	131	15	10.3

Manufacturing Technology

5601 Manufacturing	3,895	571	12.8
5603 Computer numerical control	220	27	10.9
5606 Jewelry design	259	82	24.0
5607 Machine tool	1,981	233	10.5
5608 Metal fabrication	4,801	287	5.6
5613 Sheet metal	445	29	6.1
5616 Welding combination	3,125	137	4.2
5617 Welding electric	133	7	5.0
5618 Welding gas	134	9	6.3
5620 Welding specialized	96	4	4.0
5649 Other manufacturing tech	1,265	213	14.4

Power Energy & Transportation

5651 Intro to power	2,303	551	19.3
5652 Automobiles	19,010	1,919	9.2
5653 Aircraft mechanics	195	16	7.6
5654 Autobody repair/refinish	374	26	6.5
5655 Automobile mechanics	13,619	1,126	7.6
5657 Diesel equipment	36	-	0.0
5660 Motorcycle repair	60	1	1.6
5661 Small engine repair	2,284	112	4.7
5664 Automobile body repair	93	-	0.0
5666 Automotive painting	22	1	4.3
5670 Automatic transmission	32	2	5.9
5671 Manual drive train	20	-	0.0
5674 Brakes	63	-	0.0
5676 Brakes/suspension	80	6	7.0
5678 Engine performance	29	1	3.3
5679 Electrical systems	19	-	0.0
5680 Engine performance/electric	65	2	3.0
5682 Engine repair	241	10	4.0
5684 Engine performance	208	6	2.8
5688 Automotive specialty	812	94	10.4
5698 Other power	772	187	19.5

Visual Communications, Drafting

5701 Drafting	11,709	2,416	17.1
5703 Architectural drafting	6,697	1,566	19.0
5704 Civil structural drafting	838	197	19.0
5705 Computer aided drafting	6,511	1,529	19.0
5706 Electrical/electronic drafting	20	4	16.7
5707 Technical drafting	6,545	1,501	18.7
5709 Technical illustration	303	54	15.1

Appendix 9

Diversified Occupations

5811 Barbering	63	-	0.0
5812 Cosmetology	76	359	82.5
5814 Manicuring and pedicuring	4	180	97.8
5833 Firefighting	32	5	13.5
5839 Other fire technology	56	9	13.8
5861 Custodial services	312	17	5.2
TOTAL	169,403	59,483	26.0
Males in female-dominated occupations	5,634	16.9	
Females in male-dominated occupations	26,160	16.0	
Males in male-dominated occupations	163,769		
Females in female-dominated occupations	33,323		
Males in female-dominated high wage/high skill	-		
Females in male-dominated high wage/high skill	13,896		
Males in high wage/high skill	88,121		
Females in high wage/high skill	13,896		
Percent males in female high wage/high skill	-		
Percent females in male high wage/high skill	13.62		

NOTE: Bold program areas represent high wage/high skill occupations (hourly wage of \$10 or greater).

Description of Higher Education Measures

Following the Student Accounting Component of the SAM Manual,¹ California Community Colleges classify all occupational courses by assigning priority letters and major code numbers. A student's vocational major is then defined according to the occupational courses in which he or she is enrolled. A very important aspect of the community college performance measurement system is, therefore, the *careful classification of occupational courses* following the SAM model.

Classification of Occupational Courses

1. Definition of Occupational Courses

An occupational course is defined as one that has the following three characteristics:

- a. It is intended to develop skills and related knowledge for job performance.
- b. It is part of the course sequence of an occupational program offered by the college.
- c. It is designed primarily for job preparation and/or upgrading or updating and not for general education purposes.

The occupational administrator (or delegate) should examine all courses offered by occupational departments, and assign to each a priority letter and major code number, as described below. This should be done at least annually and whenever additions or changes are made in programs.

2. Assigning Priority Letters

Course titles can be misleading; priority assignments should be based on course content, not course title only. Each course offered by occupational departments should be assigned a "Priority" code describing the degree to which a course is "occupational," as follows:

Priority "A": Apprenticeship

The course is designed for an indentured apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards. Some examples of apprenticeship courses are: Carpentry, Plumbing and Machine Tool.

Priority "B": Advanced Occupational

Priority "B" courses are those taken by students in the *advanced* stages of their occupational programs. A "B" course is offered in *one specific occupational area only* and clearly labels its taker as a major in this area.

¹ Information regarding occupational course classification is taken from the *California Community Colleges, Operations Manual, Student Accountability Model, 1984*, often referred to as the SAM Manual.

Appendix 10

Priority letter "B" should be assigned sparingly; in most cases *no more than two courses in any one program* should be labeled "B." Each "B" level course must have a "C" level prerequisite in the same program area. Some examples of 'B' level courses are: Dental Pathology, Advanced Video Tape, Advanced Applied Acting, Legal Secretarial Procedures, Contact Lens Laboratory, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.

Priority "C": Clearly Occupational

Priority "C" courses will generally be taken by students in the middle stages of their programs and should be of a level of difficulty sufficient to detract "drop-ins." A "C" level course may be offered in several occupational programs within a broad area such as business or agriculture. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills. Some example of "C" level courses are: Soils, Credits and Collections, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Small Business Management, Technical Engineering.

Priority "D": Possibly Occupational

"D" courses are those taken by students in the *beginning stages* of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs. Some examples of "D" level courses are: Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Keyboarding, Accounting (Beginning).

Priority "E": Non-Occupational

"E" courses are non-occupational.

Note: Work Experience courses not tied to a specific occupational program should be assigned the "E" priority. If the course is tied to a specific program, a "C" priority is appropriate.

Core Indicator 1: Academic and Vocational and Technical Skill Proficiencies

Background: The percentage of students with a grade of C or better in apprenticeship courses, advanced occupational courses, and clearly occupational courses, provides a measure of successful attainment of competencies embedded in courses that comprise vocational and technical education programs. The courses used to evaluate skill attainment are accumulated within the vocational program areas where their content falls, and therefore provide a measure of successful skill attainment within a program area.

Limiting the courses used to evaluate skill attainment to clearly occupational (SAM "C") or higher courses provides a level of difficulty such that students in those courses should be in the middle of their programs (*Operations Manual, Student Accountability Model, 1984*). Additionally, courses must be coded within a vocational program area as indicated by the Taxonomy of Programs (TOP) vocational indicator, which is so indicated by an asterisk (*).

Content in vocational courses must meet state standards of rigor in academic and vocational skill areas as specified in Title 5 of the *California Education Code* (section 55100). Course grades, then, are appropriate measures of competencies acquired by students as measured by the tests, papers, projects, and other evaluative activities devised by local instructors.

The state will report separately, where appropriate, on adults enrolled in community college courses who complete coursework in a vocational program area. For noncredit completion and skill attainment, the State is currently implementing local data collection processes to report certificates of completion and course Open-Entry, Open-Exit (OEOE) status under the existing statewide MIS system. At least two years are needed to facilitate the local level implementation and statewide collection of the OEOE status.

For skill attainment in noncredit programs, except those that are offered in OEOE formats, the recommendation is to use completion of 75% of the hours of instruction or local substitution of achievement criteria that skills were met in SAM "A" through "C" courses.

Beyond requiring the standards of rigor in academic and vocational skill areas in the State education code, the VTEA requires measuring academic as well as occupational and technical competencies. Since 1994, the first priority of the California State Plan for Vocational Education has been the integration of academic and vocational curricula. All district recipients of Perkins funds have been required to incorporate integration into their annual local program improvement plans and special project objectives and outcomes. Additionally, performance reports need to include the achievements made in the integration of academic and vocational curricula. This indicator also aligns with California's "Partnership for Excellence" accountability system measure for skill attainment called "successful completion."

Measure Construction

Higher Education:

Credit: Percentage of students with a grade of C or better² in vocational courses:

Numerator: Number of students earning a C or better³ in a vocational course.

Denominator: Number of students in vocational courses.

² Includes "credit" if taken in a "credit-no credit" mode. Noncredit is not included since indication of successful completion cannot be determined at this time.

³ Same as footnote 2.

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Noncredit: Percentage of students completing 75% or more of a noncredit vocational course:

Numerator: Number of students completing at least 75% of the scheduled hours in a noncredit vocational course.

Denominator: Number of students in noncredit vocational courses who meet the 60-hour threshold.

Note: Excludes student enrollments in OEOE courses.

Methodology: Successful "skill attainment" as indicated by either a grade of C or better or completion of 75% of the scheduled hours in noncredit courses, to be reported for each vocational program by TOP when courses in the program are offered.

Course enrollments are evaluated using Grade (MIS DED element SX04) for credit courses, and Section-Accounting-Method (MIS DED element XB01), Enrollment-Positive-Attendance-Hours (MIS DED element SX05) and Session-Total-Hours (MIS DED element XF07) for noncredit courses. All courses evaluated also use the Course-SAM-Priority-Code (MIS DED element CB09), 6 digit Course-Program-Code (MIS DED element CB03) and the Vocational-Status flag from the TOP Code Manual (1995). Only enrollments in courses coded with SAM Priority Codes "A" through "C" and a vocational TOP code are evaluated. Only the grades indicated in Table 1 below are used for determination of successful completion and total attempted enrollments.

Table 1 - Evaluation of Enrollment Grade (SX04)

Code/Grade Reported SX04	Description	C & Above Successful	Total Enroll Attempted
A	GRADE	X	X
B	GRADE	X	X
C	GRADE	X	X
D	GRADE		X
F	GRADE		X
CR	CREDIT GRADE	X	X
NC	NO CREDIT GRADE		X
UG	UNGRADED (Non Credit)		
IA	INCOMPLETE Default A	X	X
IB	INCOMPLETE Default B	X	X
IC	INCOMPLETE Default C	X	X
ICR	INCOMPLETE Default CR	X	X
ID	INCOMPLETE Default D		X
IF	INCOMPLETE Default F		X
INC	INCOMPLETE Default NC		X
IP	IN PROGRESS		
IX	INCOMPLETE Default X		
RD	REPORT DELAYED		
UD	DEPENDENT COURSE		
MW	MILITARY WITHDRAW		
W	WITHDRAW		X
XX	UNKNOWN		

Table 1 shows all possible enrollment grades reported in data element SX04 and how the grades are counted with respect to the various Core Indicator reports. An "X" in Table 1 in the column titled "C & Above Successful" identifies which enrollment grades are counted toward skill attainment. The "Total Enroll Attempted" column shows which enrollment grades are used to reflect an attempted enrollment.

Level of Performance: The state will initially institute a 76.49% level of performance for successful skill attainment (grade of C or better) for students enrolling in vocational courses. The level, set by USDE, was derived by adding 1% to the average of the most recent three years. Skill attainment rates for special populations will be delineated in the level of performance reports.

Note: Performance levels will be renegotiated with USDE in early 2001 for the 2000-2001 program year, and will be renegotiated each year for the years through 2003-2004.

Rationale for Level of Performance: California Community Colleges are attempting to bring the lower performing vocational programs up to the 76.49% level. The new VTEA continues to emphasize improvement of vocational education programs.

Estimates indicate that over the next few years, academic preparation and readiness of freshmen entering the state's colleges will be at a lower level. Additionally, economically disadvantaged student populations have been increasing at rates above 5.5% per year for the last several years. Community colleges are trying to increase the number of academically and economically disadvantaged populations participating in and succeeding in vocational and technical education programs. Meeting and increasing the negotiated levels of performance for some special population groups will constitute a significant challenge for the colleges.

Table 2 - Past Performance and Historical Trends of Skill Attainment

Skill Attainment	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Statewide	74.30%	75.50%	75.20%	75.40%	75.17%	75.51%	75.81%

Special Populations	1996-97	1997-98	1998-99
Nontraditional	71.93%	72.58%	73.46%
Displaced Homemakers	71.96	71.09	71.09
Economically Disadvantaged	70.89	70.87	70.94
Limited English Proficiency	77.82	77.99	77.77
Single Parents	70.48	71.32	71.43
Students with Disabilities	70.84	70.52	69.76
Tech-Prep Students	77.01	75.35	75.33

The six categories of special populations shown in Table 2 (along with Tech-Prep) are those specified in the Vocational and Technical Education Act. California Community Colleges have a long history of equity concerns, which include assuring equal opportunities for racial and ethnic minorities. Fortunately, the Community College Management Information System (MIS) has the capacity to produce data on performance indicators for all special population groups.

Core Indicator 2: Completion

Background: Students enter community colleges with a variety of purposes, such as transfer, degree or certificate attainment, job training, skill development, or lifelong learning, and these goals are dynamic over time as students persist through collegiate programs. Students may attend college sporadically over years as they proceed through their evolving educational goals. Practitioners want to know whether the students who reach a threshold of coursework in their particular vocational area complete programs, meet state-required certifications, or continue their educational careers. Expectations, however, are different for those with careers looking for job skill upgrading or lifelong learning and those training for a new career with no employment history. The focus of this measure is to assess student completion across a number of possible outcomes.

Measure Construction

Higher Education: Percentage of vocational education student "Leavers and Completers" who receive a degree or certificate, transfer to a four-year college, or join the military.

Numerator: Number of vocational education "Leavers and Completers" who receive a degree or certificate,⁴ transfer, or join the military.

Denominator: Number of vocational education student "Leavers and Completers" who have successfully completed a minimum "threshold of 12 or more units of related coursework" in a vocational or technical program area.

Methodology

- A. The "Total Completion" rate will be unduplicated but separate completion and transfer rates will be provided for college analysis.
- B. Students records in the MIS evaluated for completions must meet the following criteria:
 1. must be identified by Social Security numbers; and
 2. successfully completed at least one SAM "A" through "C" course; and
 3. successfully completed, within the previous five years, a minimum "threshold of 12 or more units of related coursework" in a vocational or technical program area (defined as a two-digit TOP code) or receive a vocational certificate or degree in the cohort year.
- C. Only credit students will be reported until an indicator for completion can be derived from data reported in MIS for noncredit students.⁵

⁴ In the future, administrative data matching for licensure examinations and industry approved certifications will be investigated.

⁵ The Chancellor's Office is beginning to implement local data collection processes to report noncredit certificates of completion under the existing MIS system.

- D. Leavers entering with or receiving a certificate or degree in a prior academic year at the "leaver" college are considered "Lifelong Learners" and are removed from the leaver/completer cohort.
- E. Leavers from one college attending another community college during the year following the cohort year are considered transfers within the system and are followed at the receiving college only.

Level of Performance: The state will initially institute a 60.55% level of performance for successful program completion for students in vocational programs. The level, set by USDE, was derived by adding 1% to the average of the most recent three years. Completion rates for special populations will be delineated in the reports.

Note: Performance Levels will be renegotiated with USDE in early 2001 for the 2000-2001 program year, and will be renegotiated each year for the years through 2003-2004.

Rationale for Level of Performance: Historically, the number of students completing certificates and degrees is very stable. The number of students leaving for at least one year, however, rises and falls dramatically. This is due to a number of factors which influence the completion rate including the economy and labor market.

Estimates of academic preparation of incoming freshmen over the next several years suggest a lower level of preparation. Increasing numbers of economically disadvantaged students are also being served by the community colleges. The students in these disadvantaged populations are particularly sensitive to the ups and downs of the economy. Maintaining this high level of completion performance over the coming years will constitute a significant challenge to the colleges as the economic and labor market conditions vary within their respective geographic regions.

Table 3 - Past Performance and Historical Trends of Completion Rates

Year	Completion Rate
1993-94	67.1%
1994-95	73.5
1995-96	57.54
1996-97	61.18
1997-98	59.92

Table 3 – (Continued)

Special Populations	1995-96	1996-97	1997-98
Nontraditional	60.24%	62.31%	61.80%
Displaced Homemakers	62.20	63.13	60.10
Economically Disadvantaged	62.66	66.67	65.54
Limited English Proficiency	63.71	68.84	66.27
Single Parents	61.09	63.85	60.91
Students with Disabilities	65.26	71.30	68.34
<i>Tech-Prep Students</i>	66.15	63.43	70.75

Core Indicator 3A: Placement in Postsecondary Education, Employment, or the Military

Background: Students who leave a higher education institution should do so with the knowledge and skills that will assist them in either pursuing additional education or in securing employment or military placement. This measure will assess the percentage of vocational program leavers and completers who have some form of positive placement associated with their leaving.

Both placement and retention, however, are likely to be influenced by statewide economic conditions, including the overall employment rate, the mix of sectors and occupations, and trends in employment practices (such as the practice of using large proportions of contingent or temporary workers). Additionally, some occupational areas — particularly occupations in which many individuals are self-employed, such as real estate and cosmetology — may show lower than actual rates of employment because UI data does not include these self-employed individuals. These conditions should be considered when evaluating both placement and retention rates.

Measure Construction

Percentage of cohort who were found during one of the four quarters following the cohort year in UI covered employment, the Federal government, the military, or a four-year educational institution.

Higher Education: Percentage of vocational education "Leavers and Completers" who transfer to a four-year educational institution, were found employed, or in the military in any of the four quarters following program exit:

Numerator: Number of vocational education "Leavers and Completers" who were found during one of the four quarters following the cohort year in California UI covered employment, the Federal government, the military, or a four-year educational institution (currently only CSU and UC data are available).

Appendix 10

Denominator: Number of vocational education "Leavers and Completers" in the corresponding cohort.

Level of Performance: The state will initially institute an 85.89% level of performance for placement of vocational education "Leavers and Completers." The level, set by USDE, was derived by adding 1% to the average of the most recent three years. California Community Colleges will initially attempt to bring the lower performing programs up to the 85.89% level. Placement rates for special populations will be delineated in the reports.

Note: Performance Levels will be renegotiated with USDE in early 2001 for the 2000-2001 program year, and will be renegotiated each year for the years through 2003-2004.

Rationale for Level of Performance: The standard for "placement" or "match rate" should be adjusted using economic indicators. The match rate is extremely volatile based on the State's economic condition, over which the colleges have no influence.

Some vocational education programs prepare students for occupations in which they may become self-employed, such as real estate and cosmetology. Because data on self-employment are not covered in UI Base Wage files, these programs will consistently show placement below the expected levels of performance. For those programs that have successful placement in self-employed occupations for which no UI data are available, other means of student follow-up and collection of placement data will have to be identified.

Programs enrolling students who are updating skills or maintaining licenses and who are already in careers covered by UI will consistently have higher UI match rates. The clientele of such programs and the expected outcomes for that clientele affects its "success" in the match or "placement" rate.

Table 4 - Past Performance and Historical Trends of Placement Rates

Placement	1995-96	1996-97	1997-98
Statewide	84.66%	85.22%	84.79%

Special Populations	1995-96	1996-97	1997-98
Nontraditional	83.96%	84.72%	85.46%
Displaced Homemakers	78.02	78.27	79.86
Economically Disadvantaged	80.85	82.15	82.86
Limited English Proficiency	75.97	78.44	77.98
Single Parents	80.55	82.15	83.32
Students with Disabilities	70.84	71.64	71.10
<i>Tech-Prep Students</i>	81.25	81.34	86.17

Core Indicator 3B: Retention in Employment

Measure Construction

The percentage of "Leavers and Completers" who had three or more consecutive quarters of UI covered employment out of the cohort who were found exclusively in UI covered employment during one of the four quarters after the cohort year. This measure excludes those found: 1) continuing their education at another college, 2) in Federal employment, or 3) in the military.

Higher Education: Percentage of vocational education "Leavers and Completers" who were employed for three or more consecutive quarters in the four quarters following program exit:

Numerator:	Number of vocational education "Leavers and Completers" in each cohort who were employed three or more consecutive quarters during the first four quarters following program exit.
Denominator:	Number of vocational education "Leavers and Completers" in each cohort who were found in UI covered employment during one of the four quarters after the cohort year and were not: 1) continuing their education at another college, 2) in Federal employment, or 3) in the military.

Level of Performance: Although not required for 1999-2000 Federal reporting nor evaluated for the level of performance for the 2000-01 Federal report, USDE will set performance levels for this indicator in April 2001 for the remainder of Perkins III through 2003-2004.

The state will initially institute an 84.53% level of performance for retention in employment. The level was derived by adding 1% to the average of the most recent three years. Retention rates for special populations will be delineated in the reports.

Rationale for Level of Performance: The standard for "Retention" should be adjusted using economic indicators similar to those used for the "match rate." Both placement and retention measures are volatile due to changes in the State's economic condition, over which the colleges have no influence.

Some vocational education programs prepare students for occupations in which they may become self-employed, such as real estate and cosmetology. Because data on self-employment are not covered in UI Base Wage files, these programs will consistently show retention below the expected levels of performance. For those programs that have successful placement in self-employed occupations for which no UI data are available, other means of student follow-up and collection of placement and retention data will have to be identified.

Programs enrolling students who are updating skills or maintaining licenses and who are already in careers covered by UI will consistently have higher UI retention

rates. The clientele of such programs and the expected outcomes for that clientele affects its "success" in the "UI Retention" rate.

Table 5 -Past Performance and Historical Trends in Retention Rates

Retention	1995-96	1996-97	1997-98
Statewide	83.01%	83.72%	83.87%

Special Populations	1995-96	1996-97	1997-98
Nontraditional	81.54%	83.34%	83.34%
Displaced Homemakers	76.76	75.89	77.52
Economically Disadvantaged	76.26	78.29	78.84
Limited English Proficiency	77.16	80.12	79.52
Single Parents	77.04	79.37	79.74
Students with Disabilities	72.60	72.34	73.82
<i>Tech-Prep Students</i>	81.46	78.87	83.25

Core Indicator 4: Nontraditional Participation and Completion

Background: Changes in occupational segregation by gender in programs offered at community colleges has been much more resistant to change than it has been for professional and managerial occupations requiring baccalaureate and professional degrees (Blau and Ferber, 1992). The changes that have taken place at the top of the occupational structure have been responses to long-run pressures to gain women access to traditionally male professions. Similarly, we would anticipate that any real changes in the state's measure — particularly on the proportion of women in non-traditional fields — would be relatively slow, in response to long-run changes in shortages, wage patterns, and publicity about alternative occupations.

The state also recognizes that incentives are not necessarily the same for men and women to participate in and complete nontraditional programs. Typically there are wage incentives for women to enroll in non-traditional programs, but there are often disincentives for men to enroll in programs leading to occupations typically held by women because they generally tend to pay less than "male" occupations. These concerns influenced the Chancellor's Office to recommend focusing gender equity efforts on programs leading to high-skill, high-wage occupations.

Additionally, pressures to include individuals in non-traditional programs could lead to several problems. At the community college level — in contrast with high school, for example, which has historically been the focus of federal legislation for vocational education — students are presumed to be adults, well informed about their choices, and responsible for their own decisions. Therefore, imposing requirements on colleges to meet certain enrollment targets contradicts the presumption that students ought to be making these choices.

Furthermore, in some studies, women who took nontraditional programs found it difficult to find employment in nontraditional fields. Persuading them to enroll in such areas, therefore, may not be beneficial to them. An unintended consequence of forcing local programs to enroll higher proportions of women in programs leading to "male" occupations or men in programs leading to "female" occupations (which is usually even more difficult) is the problem these individuals often have in finding employment upon completion of their training.

The Chancellor's Office has proposed using participation and completion in non-traditional employment as related state measures. Colleges should eliminate artificial barriers to students participating in non-traditional programs wherever possible so that completion rates at least resemble participation rates. Providing support for nontraditional participants to complete programs would help students attain what they themselves say they want by participating through the middle of the program. Therefore the state performance measure will provide a way to evaluate the difference between nontraditional participation and completion rates.

Methodology: The *Nontraditional* indicators, Participation and Completion, are based on vocational education cohort of "Leavers and Completers," used in indicator two and three, with assigned majors where the 6 digit TOP code included programs identified as leading to jobs that had less than a 25/75% gender ratio. Ratios used are from the 1990 census and were developed by the California Employment Development Department. When a more current version becomes available, the table used for determining nontraditional program status will be revised.

Measure Construction

Higher Education:

Participation: Percentage of underrepresented students participating in vocational programs

Numerator: Number of males participating in vocational programs leading to employment in female dominated occupations plus number of females participating in vocational programs leading to employment in male dominated occupations.

Denominator: Sum of males and females in associated program areas.

Completion: Percentage of underrepresented students completing vocational programs

Numerator: Number of males completing vocational programs leading to employment in female dominated occupations plus number of females completing vocational programs leading to employment in male dominated occupations.

Denominator: Sum of male and female completers in associated program areas.

Level of Performance: The state will initially institute a 26.46% level of performance for nontraditional "Participation" and a 27.54% level of performance for nontraditional "Completion." The levels, set by USDE, were derived by adding .5% to the average of the most recent three years. Rates for special populations will be delineated in the reports.

Note: Performance levels will be renegotiated with USDE in early 2001 for the 2000-2001 program year, and will be renegotiated each year for the years through 2003-2004.

Table 6 -Past Performance and Historical Trends in Nontraditional Programs

Nontraditional	1995-96	1996-97	1997-98	3 Year Average
Participation	26.19%	25.92%	25.76%	25.96%
Completion	27.81	26.60	26.70	27.04

**Appendices Containing Certifications,
Assurances, State Board Actions, and
Other Plan Information**

Appendix A

Public Hearings

For the purpose of allowing public review and recommendations regarding the Plan, California conducted two series of public hearings.

On January 28, 2000, a public hearing teleconference was conducted. Notice regarding the teleconference was distributed throughout the state including information on the uplink and system requirements for downlinks for those locations wishing to participate (a sample notice is included as Attachment 1). The teleconference was broadcast between 1:00 and 4:30 p.m. from Sacramento City College to 33 registered downlink sites in county offices of education and community colleges around the state (a list of the downlink sites is included as Attachment 2). Besides the audience that viewed the presentation at the downlink sites, a "live" audience participated at the uplink site. During the teleconference, the presentations included a brief overview of the draft plan, information regarding additional public hearings to be held in February, and information regarding the proposed accountability system. Public input was then obtained from the audience on-site and from those at the downlink sites. (A summary of the teleconference process is included as Attachment 3.)

During the period February 14-17, on-site public hearings were conducted at six locations: (1) Glendale Community College, Glendale, February 14; (2) City College of San Francisco, San Francisco, February 15; (3) Cuyamaca College, El Cajon, February 15; (4) Anderson's Pea Soup Restaurant, Santa Nella, February 16; (5) Mission College, Santa Clara, February 16; and (6) Irvine Valley College, February 17. Public notice regarding the hearings were distributed by the State Plan Web Site (a sample notice is included as Attachment 4), the Chancellor's Office Web Site, and the State Department of Education Web Site, as well as by direct mailings to K-12, County Offices of Education, Community Colleges, and other mailing lists that include various interested associations and organizations. A total of 31 individuals participated in the six hearings.

In addition to the public hearings, California allowed public input by the State Plan Web Site. The web site went on line in July, 1999, with information regarding the plan, membership of the Field Review Committee, drafts of the plan, and a link that allowed for public comment on the plan. (See Attachment 5 for the home page of the State Plan Web Site.)

Public input was also obtained during meetings of the Joint Advisory Committee, and the Plan information and action meetings of the Board of Governors of the California Community Colleges and the State Board of Education.

A summary of the comments and recommendations is included in this appendix as Attachment 6. All recommendations were considered by state staff and either integrated in draft plans prepared subsequent to the hearings for consideration by the policy boards or not included due to being inconsistent with Act requirements.

Appendix A

Attachment 1

NOTICE OF PUBLIC HEARING ON THE CALIFORNIA STATE PLAN FOR FUNDS FOR 2000-2004 UNDER THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998 (PL 105-332)
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Notice is hereby given that a statewide public hearing will be conducted by the California Department of Education (CDE), Standards and High School Development Division, under the auspices of the State Board of Education, and the Chancellor's Office of the California Community Colleges (COCCC), Educational Services and Economic Development Division, under the auspices of the Board of Governors and pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332, Section 122 (a) (3); Title 20, United State Code, Section 2342 (a) (3), on a State Plan for the education of students in California. CDE and COCCC propose to afford all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan.

PURPOSE OF THE STATE PLAN

The purpose of the Plan is to set forth policies and procedures for more fully developing the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs.

PUBLIC HEARING SITES/REVIEW SITES

A satellite downlink public hearing is scheduled from 1:00 to 4:30 p.m. on Friday, January 28, 2000, at local school district and community college sites throughout the state. The actual sites shall be posted to the VTEA State Plan web site (www.vteastateplan.org) beginning Monday, January 24, 2000. Additionally, copies of the Draft State Plan and all proposed appendices, if applicable, are also available on the web site beginning January 3, 2000.

TESTIMONY AND WRITTEN COMMENTS

Individuals and groups are asked to make comments and recommendations either orally as time permits or in writing at the public hearing. All oral comments will be limited to three (3) minutes in length. A written copy of the oral comments made at the public hearing must be presented to the site monitor the day of the hearing. Other written comments may also be submitted directly to either CDE or COCCC at the addresses below, postmarked no later than Friday, February 4, 2000. Forms to submit comments, suggestions, or recommendations regarding the Draft State Plan will be available at the public hearing or may be submitted directly using the VTEA State Plan web site address given above.

Appendix A

Attachment 1 (Continued) **SPECIAL ACCOMMODATIONS**

Persons requiring special accommodations to participate in the hearing or to view the Draft State Plan should contact Ken Nather (916) 322-2813 or by writing to the Vocational Education Unit, Chancellor's Office of California Community Colleges' address noted below.

CONTACT INFORMATION

Beverly Campbell
California Department of Education
Academic and Career Integration Unit
721 Capitol Mall, Fourth Floor
Sacramento, CA 95814

Phone: (916) 657-5248
FAX: (916) 657-2521

Ken Nather
Chancellor's Office
California Community Colleges
Vocational Education Unit
1102 Q Street, Third Floor
Sacramento, CA 95814

(916) 445-0486
(916) 322-3861

Appendix A - Attachment 2

Region/District	Location	Address	City	Contact Person	Contact Phone #	Maximum Capacity Website Map
CALIFORNIA DEPARTMENT OF EDUCATION						
Region 2	Tehema Co. Dept. of Education	1135 Lincoln St	Red Bluff	Carline Roach	530-528-7341	Limit 40 Conference Room PDC
Region 3	Yuba Co. Office of Education	938 14 th St.	Marysville	Mick Shatswell	530-741-6243	Limit 20
Region 5	Santa Clara Co. Office of Education	1290 Ridder Park Drive	San Jose	Glenda Diggle	408-453-6633	Limit 40 Saratoga Room
Region 9A	San Diego Co. Office of Education	6401 Linda Vista Rd	San Diego	Maureen Gevirtz	858-292-3759	Limit 20 ITV Studio
Region 9B	Santa Ana United District Office	1601 East Chestnut Ave	Santa Ana	Christine Laehle	714-327-1067	Limit 100 Board Room
Region 10	Inyo Co. Office of Education	135 S. Jackson St.	Independence	Bobbie Lovig		Limit 30
CALIFORNIA COMMUNITY COLLEGES						
Butte-Glenn CCD	Butte College	3536 Butte Campus Dr	Oroville	Jack Lemley	530-895-2531	LB 101 http://admin.butte.cc.ca.us/orientation/campusmap.html
Cerritos CCD	Cerritos College	11110 Alondra Blvd	Norwalk	Leslie Nishimura	562-860-2451 x 2496	Limit 100 Teleconference Center, LC 155 http://www3.cerritos.edu/guide/
Chabot-Las Positas CCD	Chabot College	25555 Hesperian Blvd/PO Box 5001	Hayward	Robert Johnson	510-786-6652	http://www.clpccd.cc.ca.us/cc/serv/cmap.html
Chabot-Las Positas CCD	Las Positas College	3033 Collier Canyon Rd	Livermore	Corey Kidwell	925-373-5824	Limit 34 http://www.clpccd.cc.ca.us/lpc/gethere/campus.shtml
Contra Costa CCD	Diablo Valley College	321 Golf Club Rd	Pleasant Hill	Pamela Hawkins	925-685-1230 x438	http://www.dvc.edu/college/maps/campus/default.htm
El Camino CCD	El Camino College	16077 Crenshaw Blvd	Torrance	Alice Grigby Howard Story	310-532-3670	http://www.elcamino.cc.ca.us/Maps/Campus_Map.htm
Foothill-De Anza CCD	De Anza College	21250 Stevens Creek Blvd	Cupertino	Allen Frische	408-864-8937	Limit 35 http://www.deanza.fhda.edu/deanza/map/map.shtml

Appendix A - Attachment 2

Grossmont-Cuyamaca CCD	Cuyamaca College	900 Rancho San Diego Pkwy	El Cajon	Pamela Kime	619-660-4357	Limit 50 http://cuyamaca.gcccd.cc.ca.us/CampusMap.asp
Imperial CCD	Imperial Valley College	380 E Aten Rd	Imperial	Gonzalo Huerta	760-355-6217	http://www.imperial.cc.ca.us/General/information/ivccmap.htm
Los Angeles CCD	Los Angeles Trade-Tech. College	400 W Washington Blvd	Los Angeles	Bobby McNeel	213-744-9019	Limit 130 Learning Resource Center (LRC) http://www.lattc.cc.ca.us/html/Schmap01.htm
Los Rios CCD	Cosumnes River College	8401 Center Parkway	Sacramento	Nick Kramer	916-691-7205	Orchard Room – College Center http://www.crc.losrios.cc.ca.us/map/crc_map.html
Los Rios CCD	Sacramento City College	3835 Freeport Blvd	Sacramento	Terry Hajek	916-558-2215	http://www.scc.losrios.cc.ca.us/map/index.html
Mt. San Antonio CCD	Mt. San Antonio College	1100 N Grand Ave	Walnut	Tom Babich	909-594-5611 X4798	http://www.mtsac.edu/maps/campus.html
Rio Hondo CCD	Rio Hondo College	3600 Workman Mill Rd	Whittier	Lynn Peterson	562-908-3425	Limit 35 http://www.rh.cc.ca.us/maps.htm
Riverside CCD	Riverside Community College	4800 Magnolia Ave	Riverside	Annette Osborne	909-697-6520	Hall of Fame Room http://www.rccd.cc.ca.us/maps/citymap.htm
San Francisco CCD	City College of San Francisco	50 Phelan Ave, E200	San Francisco	Suzanne Korey	415-239-3720	Limit 50 http://www.ccsf.cc.ca.us/Info/Map/phelan.shtml
San Mateo CCD	College of San Mateo	1700 W Hillsdale Blvd	San Mateo	Paula T. Anderson	650 358-6779	Limit 35 http://www.smccd.cc.ca.us/smccd/csm/html/maps.html
Santa Barbara CCD	Santa Barbara City College	721 Cliff Dr	Santa Barbara	Gayle Baker	805-965-2721	http://maps.yahoo.com/py/maps.py?&Pyt=Tmap&addr=&city=Santa%20Barbara&state=CA&zip=
Santa Clarita CCD	Canyons, College of the	26455 Rockwell Cyn Rd	Santa Clarita	Joseph Lanthier	661-259-7800 x333	Limit 20 http://www.coc.cc.ca.us/
Sequoias CCD	College of the Sequoias	915 S Mooney Blvd	Visalia	Bob McMahon	559-730-3700	http://www.sequoias.cc.ca.us/General/About/map.html

Appendix A - Attachment 2

Siskiyou Joint CCD	Siskiyou, College of the	800 College Ave	Weed	Dennis DeRoss	530-938-5511	Limit 25 TV Studio http://cosweb.siskiyous.edu/campusinfo/campusmap.gif
Sonoma County CCD	Santa Rosa Junior College	1501 Mendocino Ave	Santa Rosa	Luann Campbell	707-527-4011	http://www.santarosa.edu/map/
South Orange County CCD	Saddleback College	28000 Marguerite Pkwy	Mission Viejo	Kathleen Schlick/Tricia Evans	949-582-4777	http://www.saddleback.cc.ca.us/dms/maps.html
State Center CCD	Fresno City College	1101 E University Ave	Fresno	Jay Kroeker	559-442-4600 x 8206	Limit 50 LI 142 http://www.fcc.cc.ca.us/fcctour/fcctour.htm
State Center CCD	Reedley College	995 N Reed Ave	Reedley	Larry Metzger	559-638-3641	Limit 200 Forum Hall http://www.rc.cc.ca.us/javascript/header/Facilitiesmain.htm
West Hills CCD	West Hills College	1200 Cinnamon Lane	Lemoore	Phil Howard	800-266-1114 x 3229	Room LC-5 King County Center http://www.westhills.cc.ca.us/map.html
West Valley-Mission CCD	Mission College	3000 Mission College Blvd	Santa Clara	Bruce Judd	408-855-5238	Limit 20 http://www.wvmccd.cc.ca.us/mc/mission.html

Appendix A

Attachment 3

TELECONFERENCE PUBLIC HEARING PROCESS

Section 122 (a) (3) of the Carl D. Perkins Vocational and Technical Education Act (VTEA) of 1998 (PL 105-332) requires eligible agencies to conduct public hearings. The purpose of the hearings was to afford all segments of the public with an opportunity to present their views and make recommendations regarding the State Plan.

The California Department of Education and the Chancellor's Office of the California Community Colleges scheduled a satellite teleconference of the public hearing for the VTEA State Plan for Friday, January 28, 2000. The teleconference was broadcast between 1:00 and 4:30 p.m. from Sacramento City College. Gerald Hayward of the Policy Analysis for California Education (PACE) moderated the hearing. Irene Menegas and Vishwas More, representing the Board of Governors and the Joint Advisory Committee (JAC), served as two of the four hearing officers. Ed King and Beverly Campbell of the California Department of Education represented the Board of Education and were the two additional hearing officers.

Two types of audiences participated in the hearing process. The vast majority of the audience viewed the hearings at the local county education office and community college downlink sites. Local viewers had access to the hearing officers by phone and facsimile (FAX) transmission during the transmission. Each site had a monitor. The monitor was responsible for:

- ensuring all attendees register on the sign-in form,
- assisting local viewers with calls to the hearing officers in Sacramento to provide their comments and recommendations, and
- collecting all written public comments.

Following the hearing, the monitors sent the sign-in forms and written public comments to the Chancellor's Office of California Community Colleges in care of Ken Nather of the Vocational Education Unit or Beverly Campbell at the California Department of Education. Copies of both the sign-in form and the comment summary form were made available on the VTEA State Plan website under the Public Hearing subpage. All written comments were considered when drafting the final version of the State Plan.

A small group of individuals were invited to be part of the studio audience. The studio had a limited audience capacity. A total of eight persons comprised the studio audience. The studio audience was able to address the hearing officers from a podium in the studio. The studio

Appendix A

Attachment 3 (Continued)

audience provided the site monitor with a copy of the comments given to the hearing officers.

In addition to the teleconference, the VTEA State Plan website served as another venue for public comment. Comments made were posted anonymously to the website to assist other individuals in accessing the views and recommendations of their colleagues throughout the K-12 and higher education systems. Comments provided on the website were also considered in formulating the Plan.

Appendix A

Attachment 4

NOTICE OF PUBLIC HEARING ON THE CALIFORNIA STATE PLAN FOR FUNDS FOR 2000-2004 UNDER THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT (VTEA) OF 1998 (PL 105-332)

Notice is hereby given that a statewide public hearing will be conducted by the California Department of Education (CDE), Standards and High School Development Division, under the auspices of the State Board of Education, and the Chancellor's Office of the California Community Colleges (COCCC), Educational Services and Economic Development Division, under the auspices of the Board of Governors and pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332, Section 122 (a) (3); Title 20, United State Code, Section 2342 (a) (3), on a State Plan for the education of students in California. CDE and COCCC propose to afford all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan.

PURPOSE OF THE STATE PLAN

The purpose of the Plan is to set forth policies and procedures for more fully developing the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs.

PUBLIC HEARING SITES/REVIEW SITES

Public hearings are scheduled the week of February 14 through 18, 2000, at six sites throughout California. The sites are listed on following pages. Additionally, copies of the Draft State Plan and all proposed appendices, if applicable, are available on the VTEA State Plan website (www.vteastateplan.org) beginning February 4, 2000.

TESTIMONY AND WRITTEN COMMENTS

Individuals and groups are asked to make comments and recommendations either orally as time permits or in writing at the public hearing. All oral comments will be limited to five (5) minutes in length. A written copy of the oral comments made at the public hearing must be presented to the site monitor the day of the hearing. Other written comments may also be submitted directly to either CDE or COCCC at the addresses below, postmarked no later than Friday, February 18, 2000. Forms to submit comments, suggestions, or recommendations regarding the Draft State Plan will be available at the public hearing or may be submitted directly using the VTEA State Plan website address noted above.

Appendix A

Attachment 4 (Continued)

SPECIAL ACCOMMODATIONS

Persons requiring special accommodations to participate in the hearing or to view the Draft State Plan should contact Ken Nather (916) 322-2813 or by writing to the Vocational Education Unit, Chancellor's Office of California Community Colleges' address noted below.

CONTACT INFORMATION

Beverly Campbell
California Department of Education
Academic and Career Integration Unit
721 Capitol Mall, Fourth Floor
Sacramento, CA 95814

Ken Nather
Chancellor's Office
California Community Colleges
Vocational Education Unit
1102 Q Street, Third Floor
Sacramento, CA 95814

Phone: (916) 657-5248
FAX: (916) 657-2521

(916) 445-0486
(916) 322-3861

Appendix A

Attachment 4 (Continued) **LISTING OF PUBLIC HEARING SITES**

Monday, February 14, 2000

12:00 – 3:00 p.m.

Glendale Community College
Library 205
1500 N. Verdugo Road
Glendale
818/240-1000

Site map: www.glendale.cc.ca.us/about/location.html

Tuesday, February 15, 2000

11:00 a.m. – 2:00 p.m.

City College of San Francisco
Evans Campus
Room 227
1400 Evans Street
San Francisco
415/550-4364

Site map: www.ccsf.cc.ca.us/Info/Map/evans.html

11:00 a.m. – 2:00 p.m.

Cuyamaca College
Museum of the Americas
900 Rancho San Diego Pkwy.
El Cajon
619/660-4357

Site map: <http://cuyamaca.gcccd.cc.ca.us/CampusMap.asp>

Wednesday, February 16, 2000

11:00 a.m. – 2:00 p.m.

Pea Soup Anderson's Restaurant
Interstate Highway 5
Santa Nella 95322
209/826-1685

11:00 a.m. – 2:00 p.m.

Mission College
Hospitality Management Room
3000 Mission College Blvd.
Santa Clara, CA
408/855-5219

Site map: www.wvmccd.cc.ca.us/mc/addr.html

Thursday, February 17, 2000

11:00 a.m. – 2:00 p.m.

Irvine Valley College
Room B 209
5500 Irvine Center Drive
Irvine
949/451-5244

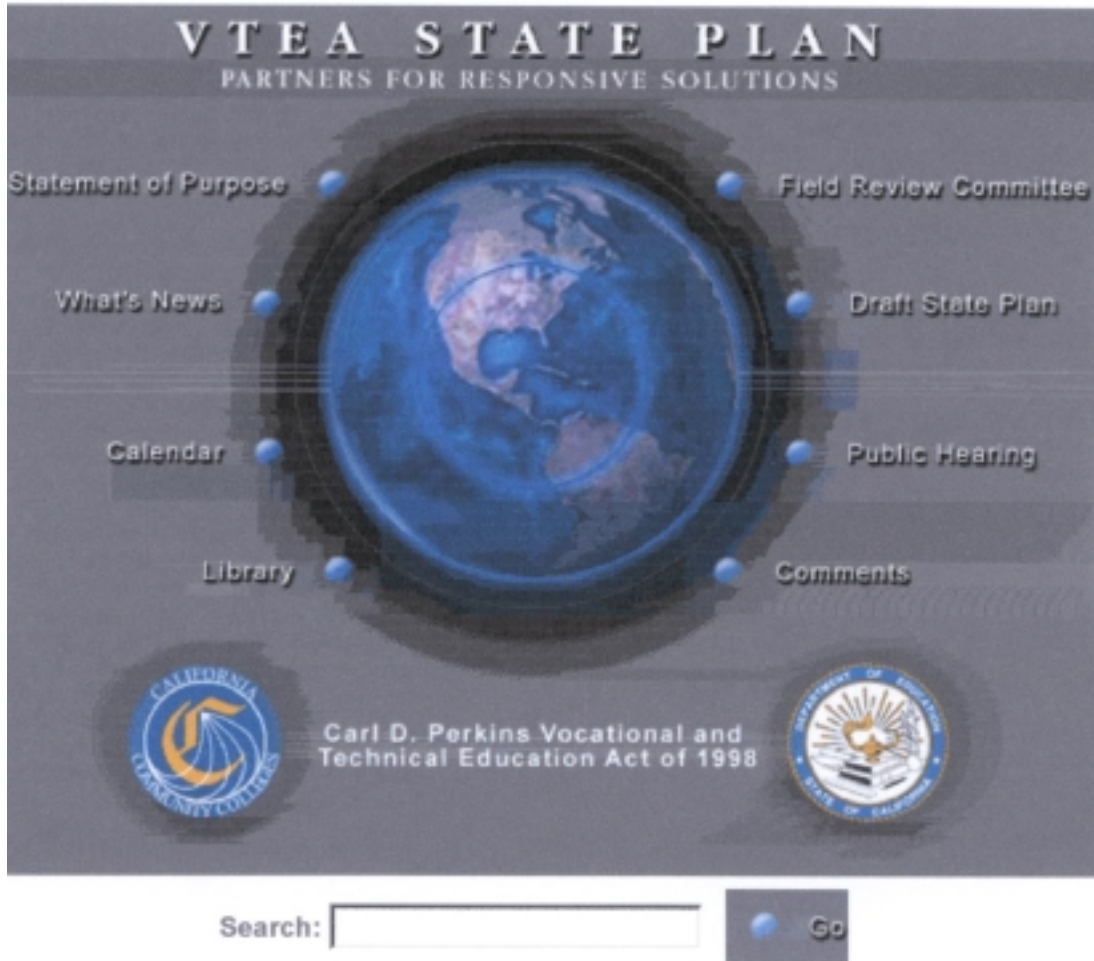
Site map: www.ivc.cc.ca.us/campinfo/mapgood/mapgood.htm

Attachment 5

Appendix A

This attachment to Appendix A shows the home page of the State Plan web site. To view this web site, go to the address:

<http://www.vteastateplan.org/>



**California State Plan for Vocational and Technical Education
Public Hearings
Brief Summary of Comments**

Accountability

- Existing data should be used as much as possible.
- Accountability provisions may be so difficult as to preclude small districts from participating in VTEA funding. Simplify reporting requirements.
- Accountability for all of vocational education when VTEA only funds such a small amount is inappropriate.
- GPA not appropriate indicators.

Context Section

- Agriculture needs to be emphasized.
- No mention of importance of closing gap in wealth, education and employment through education.

Funding

- 3% cap on funding loss or gain is inappropriate-punishes community colleges.
- Control of VTEA funding must remain in the hands of colleges, not Workforce Investment Boards.
- 7th and 8th graders should not be counted in distribution of funds calculation.
- Use of VTEA funds must be restricted to VTEA purposes.

Industry Sectors - Secondary

- Current subject matter organization is preferred.
- Vocational education teachers should control definition of local programs.
- Visual and performing arts sector inappropriate.
- VTEA funds should be limited to current programs-not new ones.

Appendix A

Attachment 6 (Continued)

- VTEA funds should be limited to CDE approved, industry-validated, standards-based curriculum subject matter areas.
- State and local advisory committee should be mandated for each VTEA funded program.
- Public and private education should be included in Home Economics.
- Teacher qualifications need to be aligned with subject matter content.

Local Plan Guidelines

- Local plan should only be for VTEA funded portion.
- Time extension may be needed for submission of local plan.
- Conditions under which VTEA funds can be used for equipment need to be expanded.
- Funding for vocational instructor internships should be permitted.
- Greater flexibility in use of funds should be allowed-must be able to use funds for equipment.
- Too much paperwork for meager amounts.

Regional Consortia - Community Colleges

- Needs careful evaluation.

Statewide Advisory Committees-Community Colleges

- Current advisory committees should be continued as they are.

Student Organizations

- Provide additional support for student organizations.

Tech-Prep Education

- Number of consortia should not be reduced.
- Increased funds for local consortia is needed-not new regional organization.
- Local consortia funding should be increased-not reduced.

Appendix A

Attachment 6 (Continued)

- Annual review of articulation agreements should be required.
- Curriculum Development Centers should be called Statewide Resource Centers.
- Curriculum Centers irrelevant for community colleges.
- Curriculum Development Centers should be continued as they are, but name should be changed.
- Tech-Prep proposed plan is fine as it is.
- Tech-Prep funding should be based on past performance in innovation, leadership and statewide impact.
- New five-year plan should not be required since a five year plan was just completed last year.
- Better method of identifying tech-prep students is needed.

Miscellaneous

- Relationship with RWPEDA and WIA should be spelled out.
- Too much emphasis in the plan on high-tech, high-wage jobs.
- Too much emphasis in the plan on non-traditional occupations.
- Too much emphasis in the plan on needs of business, not enough on students and general public.

**Motion for the Approval of
California's State Plan for the
Carl D. Perkins Vocational and Technical Education Act.**

I move the following:

As the designated sole state agency for California, the State Board of Education approves the State Plan for the Carl D. Perkins Vocational and Technical Education Act for submission to the U.S. Department of Education.

The Board grants authority to California's Director of Vocational Education to make the technical changes necessary to prepare the plan for final submission of the plan by the April 1, 2000 deadline.

The Board recognizes there may be additional changes to the plan recommended by the Board of Governor's of the California Community Colleges. Substantive changes will be reviewed and resolved by the State Superintendent of Public Instruction and the Chancellor of the California Community Colleges, or their designated staff, for inclusion in the State Plan prior to the deadline. Unresolved changes to the State Plan will be referred to the Joint Advisory Committee to consider amendments, following approval by the U.S. Department of Education.

The Board further recognizes the concern expressed by the Joint Advisory Committee that the supplemental funding provided by the Carl D. Perkins Act is not adequate for meeting the identified needs necessary to improve vocational and technical education in California. Therefore, as funding becomes available for public education, the Board supports investments that will improve teacher preparation and training, the upgrading of equipment, the development of course sequences and programs in new and emerging areas, and the integration of career and academic curricula that boost student achievement.

This motion passed unanimously at the State Board of Education meeting, March 8, 2000, in Los Angeles, California.

EDGAR Certifications and Executive Order 12372

I hereby certify:

1. That the State Board of Education is eligible to submit the 2000-2004, California State Plan for the Carl D. Perkins Vocational and Technical Education Act of 1998, P.L. 105-332. [34 CFR 76.104(a)(1)]
2. That the State Board of Education has authority under State law to perform the functions of the State under this program. [34 CFR 76.104(a)(2)]
3. That the State legally may carry out each provision of the foregoing Plan. [34 CFR 76.104(a)(3)]
4. That all provisions of the foregoing Plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. That Delaine Eastin, Superintendent of Public Instruction, has authority under State law to receive, hold, and disburse Federal funds made available under the foregoing Plan. [34 CFR 76.104(a)(5)]
6. That Patrick Ainsworth, State Director of Vocational and Technical Education, has authority to submit the foregoing Plan. [34 CFR 76.104(a)(6)]
7. That the State Board of Education, on March 8, 2000, adopted and formally approved the foregoing plan. [34 CFR 76.104(a)(7)]
8. That the foregoing Plan is the basis for State operation and administration of the Plan and program. [34 CFR 76.104(a)(8)]
9. That a copy of the State Plan was placed into the State Intergovernmental Review Process as established by Executive Order 12372. [Executive Order 12372]

California State Board of Education

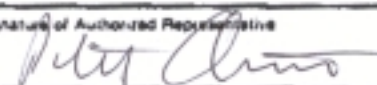
(Original signed by Monica Lozano)

Monica Lozano

President

California State Board of Education

Appendix D

APPLICATION FOR FEDERAL ASSISTANCE		2. DATE SUBMITTED 3-31-00	Applicant Identifier California Department of Education
1. TYPE OF SUBMISSION: <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	3. DATE RECEIVED BY STATE	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
5. APPLICANT INFORMATION			
Legal Name: State of California		Organizational Unit: Department of Education	
Address (give city, county, state, and zip code): 721 Capitol Mall Sacramento, CA 95814		Name and telephone number of the person to be contacted on matters involving this application (give area code): Beverly Campbell 916-657-2541	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 6 8 - 0 2 5 8 0 5 1		7. TYPE OF APPLICANT: (enter appropriate letter in box) <input checked="" type="checkbox"/> A A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School Dist. I. State Controlled Institution of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify) _____	
8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		9. NAME OF FEDERAL AGENCY: U.S. Department of Education	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 8 4 - 0 4 8 TITLE: Vocational Education - Basic Grants to States		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Vocational Education Basic Grants to States	
12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.): State of California			
13. PROPOSED PROJECT: Start Date: 7/1/00 Ending Date: 6/30/04		14. CONGRESSIONAL DISTRICTS OF: a. Applicant _____ b. Project _____	
15. ESTIMATED FUNDING: a. Federal \$ 112,551,486 .00 b. Applicant \$.00 c. State \$.00 d. Local \$.00 e. Other \$.00 f. Program Income \$.00 g. TOTAL \$ 112,551,486 .00		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE 3/31/00 b. NO. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No			
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN SOLELY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED			
a. Typed Name of Authorized Representative Patrick Ainsworth		b. Title Assoc. Superintendent and Director	c. Telephone number 916-445-2652
d. Signature of Authorized Representative 		e. Date Signed 3-22-00	

Previous Editions Not Usable

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Appendix E

APPLICATION FOR FEDERAL ASSISTANCE		2. DATE SUBMITTED 3-31-00	Applicant Identifier California Department of Education
1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction Preapplication <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction		3. DATE RECEIVED BY STATE	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
5. APPLICANT INFORMATION			
Legal Name: State of California		Organizational Unit: Department of Education	
Address (give city, county, state, and zip code): 721 Capitol Mall Sacramento, CA 95814		Name and telephone number of the person to be contacted on matters involving this application (give area code): Beverly Campbell 916-657-2541	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 68-0258051		7. TYPE OF APPLICANT (enter appropriate letter in box): A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School Dist. I. State Controlled Institution of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify):	
8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify):		9. NAME OF FEDERAL AGENCY: U.S. Department of Education	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 84-243 TITLE: Tech-Prep Education		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Tech-Prep Education	
12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.): State of California			
13. PROPOSED PROJECT: Start Date: 7/1/00 Ending Date: 6/30/04		14. CONGRESSIONAL DISTRICTS OF: a. Applicant b. Project	
15. ESTIMATED FUNDING: a. Federal \$ 11,631,971 .00 b. Applicant \$.00 c. State \$.00 d. Local \$.00 e. Other \$.00 f. Program Income \$.00 g. TOTAL \$ 11,631,971 .00		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE 3/31/00 b. NO <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
		17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED			
a. Typed Name of Authorized Representative Patrick Ainsworth		b. Title Assoc. Superintendent and Director	c. Telephone number 916-445-2652
d. Signature of Authorized Representative 		e. Date Signed 3-22-00	

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2000-2004

California Department of Education

Carl D. Perkins Vocational and
Technical Education Act of 1998

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Eligible agencies should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The agency certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the agency's representative is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR part 85, Sections 85.605 and 85.610--

A. The agency certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

Appendix F

(b) Establishing an on-going drug-free awareness program to inform employees about--

- (1) The dangers of drug abuse in the workplace;
- (2) The grantee's policy of maintaining a drug-free workplace;
- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

- (1) Abide by the terms of the statement; and
- (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted--

(1) taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).


DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the eligible agency, I hereby certify that the agency will comply with the above certifications.

ELIGIBLE AGENCY: State Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE: Patrick Ainsworth, Associate Superintendent and Director	
SIGNATURE: 	DATE: 3/22/00

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET.
SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

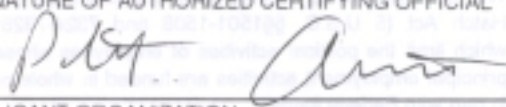
NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4726-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Appendix G

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Associate Superintendent and Director
APPLICANT ORGANIZATION State Department of Education	DATE SUBMITTED 3-22-00

Assurances – Financial Requirements

I hereby certify:

1. That the eligible agency will comply with the requirements of Title I of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. [Sec.122(c)(10)]
2. That none of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such organization. [Sec. 122(c)(11)]
3. That no funds received under the Act will be used to provide vocational and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [Sec. 315]
4. That maintenance of fiscal effort will be done on an aggregate expenditure basis. [Sec. 311(b)(1)(A)]
5. That no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major. [Sec. 314(1)]
6. That no funds made available under this Act will be used to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Sec. 314(2)]
7. That all funds made available under this Act will be used in accordance with this Act. [Sec. 6]
8. That no funds under Perkins III may be transferred and utilized to fund a School-to-Work grant. [Sec. 6]
9. That for a student to be eligible to participate in activities funded under Perkins III, the student must be in the 7th grade or higher. An activity funded under Perkins III must meet all other applicable requirements, including the supplanting prohibition in Sec. 311(a) of Perkins III.

Appendix H

10. That funds made available under this Act for vocational and technical education activities will supplement, and shall not supplant, non-Federal funds expended to carry out vocational and technical education activities and tech-prep activities. [Sec. 311(a)]
11. That no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. [Sec. 322]
12. That the State will comply with the provisions of Section 112(a)(1) in that no less than 85% of the funds made available under Title I, Part A, will be distributed to eligible recipients pursuant to such title and approved waivers for sections 131 and 132.

California State Department of Education

(Original signed by Patrick Ainsworth)

Patrick Ainsworth, Assistant Superintendent and
State Director of Vocational and Technical Education

CALIFORNIA DEPARTMENT OF EDUCATION

REQUEST FOR WAIVER OF SECTION 131 FUNDS ¹

California is seeking a waiver for the formula to distribute the Section 131 funds. The Section 131 formula is based on the number of students aged 15 through 19, inclusive, who reside in the school district served by the eligible local educational agency. Since California does not collect data for the above mentioned age group, an alternative formula is proposed for data reflective of students enrolled in any of grade 9 through 12, inclusive.

The proposed process for distribution of Section 131 funds for Program Year 2000-2001 is described below. Using data reported on the October 1999 CBEDS (California Basic Educational Data System) and subsequent similar periods, the California Department of Education will:

1. List the eligible recipients in county order grouped alphabetically by local educational agencies that maintain any of grades 9 through 12;
2. Determine the total number of enrollees in grades 9 through 12 inclusive as reported by each LEA on the October CBEDS;
3. Determine an amount equal to 30% of the section 131 allocation to be distributed to eligible recipients;
4. Compute a fiscal unit rate per qualified enrollee by dividing the funding available for distribution under #3 by the total number of enrollees determined in #2;
5. Compute the “enrollment” portion of the funding for section 131 by multiplying the fiscal unit rate determined in #4 by the number of enrollees in #2 for each eligible LEA;
6. Determine the total number of enrollees in item #2 that qualify as being from families with incomes below the poverty line, “low income” (California is proposing to use the Free & Reduced Lunch list and/or the CalWorks recipient list);
7. Determine an amount equal to 70% of section 131 allocation to be distributed to eligible recipients;
8. Compute a fiscal unit rate per qualified enrollee in #6 above by dividing the funding available for distribution under #7 above by the total number of enrollees determined in #6;
9. Compute the “low income” portion of the funding for section 131 by multiplying the fiscal unit rate determined in #8 by the number of enrollees in #6 for each eligible LEA;
10. Determine each eligible recipient’s allocation by adding the amounts determined from item #5 and the amount determined from item #9;

¹ See comments from OVAE included in Appendix M, page 294, that refer to this waiver request.

Appendix I

11. Identify any eligible recipient that would not receive at least \$15,000. An LEA may enter into a consortium with others in order to meet the minimum grant requirement of \$15,000 provided all applicable requirements of the Act are met, including, but not limited to, Sections 131, 134, and 135.

Appendix J

CALIFORNIA DEPARTMENT OF EDUCATION CHANCELLOR'S OFFICE, CALIFORNIA COMMUNITY COLLEGES

REQUEST FOR WAIVER OF SECTION 132 FUNDS¹

2000-2004

California is seeking a waiver for the formula to distribute the Section 132 funds. The Section 132 formula is based on an unduplicated count of adults (unduplicated by period of enrollment, unduplicated by enrollment in more than one vocational education course/program, and unduplicated by eligibility in more than one economically disadvantaged category) who are:

1. Economically disadvantaged,
2. Attending the program/school/college, and
3. Enrolled in a vocational education course/program.

To determine economic disadvantage status, the following criteria will be used:

1. Board of Governors Grant (BOGG)
2. Pell Grant
3. CalWorks (formerly AFDC)
4. WIA/JTPA (Workforce Investment Act)
5. Supplementary Security Income (SSI)
6. General Assistance
7. Bureau of Indian Affairs assistance
8. An adult who is eligible for economic public assistance or student fund aid and/or an annual income below the poverty line as defined by the county of eligibility
9. Other economically disadvantaged individuals

In order to implement a single formula that can be applied to adult vocational programs, ROC/P's, and community colleges, data will be collected reflecting the number of individuals who meet the above formula waiver criteria. The 2000-2001 allocation will be determined using data from the period of July 1, 1998 through June 30, 1999. Similar data collection periods will be used for 2001-2002, 2002-2003, and 2003-2004. Third party verified data is preferable, but an eligible recipient may report those adults who have been identified by self-declaration as meeting at least one of the formula criteria. Eligible recipients are required to maintain auditable records of student eligibility for five years.

¹ See comments from OVAE included in Appendix M, page 294, that refer to this waiver request.

Appendix J

The proposed process for distribution of Section 132 funds is described below. Using data from July 1, 1998 through June 30, 1999 and subsequent similar periods, the California Department of Education and the Chancellor's Office of the California Community Colleges will:

1. List the eligible recipients in alphabetical order grouped by ROC/Ps and adult schools in one group and community colleges in a second group along with the number of reported adult economically disadvantaged individuals (unduplicated by period of enrollment, unduplicated by enrollment in more than one vocational education course/program, and unduplicated by eligibility in more than one economically disadvantaged category).
2. Determine the total number of economically disadvantaged enrollees as reported by ROC/Ps, adult schools, and community colleges.
3. Compute a fiscal unit rate per qualified enrollee by dividing the funding available for distribution under section 132 by the total number of economically disadvantaged enrollees determined in #2 above.
4. Determine each eligible recipient's allocation by multiplying the fiscal unit rate in item #3 by the number of eligible enrollees for each eligible recipient.
5. Identify any eligible recipient that would not receive at least \$50,000. A community college district, ROC/P, or adult school may enter a consortium with others in order to meet the minimum grant requirement of \$50,000 provided all applicable requirements of the Act are met, including, but not limited to, Sections 132, 134, and 135.

**Motion to Approve Coordinated Services as Described in
the Carl D. Perkins Act of 1998**

I move the following:

As the state entity established by the Governor of California for the purpose of implementing innovative and comprehensive workforce investment systems including the Workforce Investment Act, the California State WIA Board approves the opportunity for collaboration between WIA and the Carl D. Perkins Act of 1998.

The Board recognizes the Perkins Plan statement to "meet the requirements of WIA in sections 112(b)(8) and 121(c) regarding coordination of services for postsecondary students and school dropouts, including information to the one-stop delivery system established under WIA."

The Board acknowledges review of the summary of the connection between Carl D, Perkins Vocational and Technical Education Act and WIA, and that the summary was made available for review and comment prior to submission of the Carl D. Perkins Vocational and Technical Education Plan.

The motion to receive and file was passed unanimously by the California State Workforce Investment Board, March 15, 2000.

Appendix K
DISCUSSION ITEM 10

DATE: March 15, 2000

TO: Members, California Workforce Investment Board

FROM: Larry Gotlieb, Chair
California Workforce Investment Board

**SUBJECT: CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION
ACT OF 1998**

DISCUSSION:

Both the Carl D. Perkins Vocational and Technical Education Act, passed by Congress on October 8, 1998, and the Workforce Investment Act (WIA), passed on August 7, 1998, are part of a federal effort to move toward a more comprehensive workforce preparation system throughout the nation. Both pieces of legislation set broad policy guidelines, provide for increased flexibility at the State and local levels, and require significantly increased accountability for results over prior versions of the legislation. Both Acts also make reference to each other, and seek program compatibility and the avoidance of incompatible policies and procedures. Both Acts will be implemented within the context of the vision laid out in *California Workforce Development, A Policy Framework for Economic Growth*, and every effort has been made to align the State plans prepared under each Act with the policies in the *Framework*.

In addition to this alignment, there are specific requirements in both the Perkins Act and WIA, which require close coordination of activities provided for under each. The following items in the Perkins Act make reference to the WIA, and these items are included in this State Plan for Perkins (the State's response to the requirement is indicated in italics following each item).

Perkins:

1. Performance accountability must be aligned with the requirements of WIA.

The initial development of performance accountability measures was designed to meet the requirements of Perkins and the existing data collection capacity of the educational system. The performance measures were also designed for integration with California's performance-based accountability system, which has been fundamental to the development of the WIA accountability system. Staff has worked with the interagency youth team to discuss how the accountability requirements of both plans will be implemented as quickly as possible.

Appendix K

2. A listing of all post-secondary, adult and school drop out programs must be made available to the Service Delivery Area system established under Title I (i.e., the One-Stop Career Centers).
Local education agencies receiving Perkins are required to determine, in conjunction with local workforce investment areas and One-Stop operators, the required resources and services that will be provided.
3. The State Plan submission allows for a unified State Plan under Section 501 of WIA.
California is not pursuing a unified State Plan, but is expected to consider this option in future years, the California Workforce Development Policy Framework gives direction in the development of a Unified Plan, to link education to workforce preparation to economic development

Workforce Investment Act:

The following items in the WIA refer to responsibilities and opportunities relating to Perkins, and are addressed as indicated in italics following each item.

1. The State Workforce Investment Board must comment on the Perkins State Plan.
The California Workforce Investment Board was not appointed and convened until January, 2000, and hence was not a part of the development of the Perkins State Plan. However, a summary of the connection between Perkins and WIA and the Perkins State Plan were made available for their review and comment prior to submission of the plan.
2. Local workforce investment area designation must take into consideration the geographic regions of area vocational education schools.
The criteria for the designation of local areas included consideration of local K-12 and community college district boundaries.
3. Agencies receiving Perkins funding are required partners in the One-Stop System.
Criteria for One-Stop membership require the inclusion of educational agencies receiving Perkins funding.
4. Perkins programs and activities must be part of the referral system for core services and training which is provided at One-Stop Career Centers.
Local K-12 and community colleges will determine in partnership with local Workforce Investment Boards the appropriate core services and training provided by One-Stops.
5. Area vocational education agencies are eligible to be One-Stop operators.
Regional Occupational Centers and Programs are among the eligible One-Stop providers.
6. Area vocational education agencies are eligible to operate a Job Corps center.
Eligibility is recognized as an option in California.

Appendix K

7. A unified State Plan to include Perkins is allowed under WIA, with approval from the State Legislature.
California is not pursuing a unified State Plan, but is expected to consider this option in future years, the California Workforce Development Policy Framework gives direction in the development of a Unified Plan, to link education to workforce preparation to economic development.
8. Incentive grants are available for states that apply, but expected levels of performance must have been exceeded, and vocational education performance measures are part of the State's overall performance.
9. States must consult with the State Legislature in the application for incentive funds.
10. The application for incentive funds must have the approval of the Governor, and the State agencies responsible for adult education and vocational education.
11. Incentive funds must be spent in accordance with WIA, the Adult Education Act, and the Perkins Act.
(Response to items 8-11) The Governor and the California Department of Education will coordinate and mutually approve the application for, and the expenditure of, future incentive funding received by the state.

The entire plan is available via the Internet at www.vteastateplan.org. Please pay particular attention to the Summary and Chapter 7.

ATTACHMENTS:

None

ACTION ITEM 12

DATE: March 15, 2000

TO: Members, California Workforce Investment Board

FROM: Larry Gotlieb, Chair
California Workforce Investment Board

SUBJECT: CALL FOR VOTE ON DISCUSSION ITEM 10

PROPOSED MOTION:

That the State Board acknowledges review of the summary of the connection between Carl D. Perkins Vocational and Technical Education Act and WIA and that the summary was made available for review and comment prior to submission of the Carl D. Perkins Vocational and Technical Education Plan.

ATTACHMENT(S):

None

Responses to the Requirements Contained in the State Plan Guide

It was decided early in the planning process, with concurrence of the Field Review Committee, to prepare the California State Plan following the format and organization in which it is being submitted. Because the organization does not follow the OVAE State Plan Guide, the following brief responses to the questions in the Guide, and references to where additional information related to the questions may be located in the Plan, have been prepared to assist personnel in the Division of Vocational-Technical Education complete their review of the Plan.

I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Requirements

1. You shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including employers, labor organizations, and parents), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]

Response: See Appendix A for response to the requirements regarding public hearings. Also see Appendix 4 that contains procedures for the public hearings.

2. A summary of [the above] recommendations and the eligible agency's response to such recommendations shall be included in the State plan. [Sec. 122(a)(3)]

Response: See Appendix A for response to the requirements regarding public hearings. A summary of the recommendations is included in Appendix A as Attachment 6. Following the public hearings, recommendations were either integrated into the draft plan and approved by the State Board of Education or rejected due to being inconsistent with Perkins III.

3. You shall develop the State plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State, and shall consult the Governor of the State with respect to such development. [Sec. 122(b)(1)]

Response: A list of the 90 member Field Review Committee that was utilized to satisfy this requirement is shown in Appendix 1. The Superintendent of Public Instruction appointed 45 members of the committee and 45 were appointed by the Chancellor,

Appendix L

California Community Colleges. Membership of the committee included the representation required by Section 122(c)(3) of Perkins III. Additional information on committee involvement and committee recommendations is included in Chapter 2. Responses to recommendations made by the committee are included in Appendix 3.

As indicated in the EDGAR Certifications, Appendix C, the State Plan has been placed into the State Intergovernmental Review process.

4. You shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals described in [Sec. 122(b)(1)] to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

Response: The Field Review Committee was informed about the requirements of the Carl D. Perkins Vocational and Technical Education Act of 1998. In addition, a web site devoted to the Act and State Plan was initiated in July, 1999, and was kept current regarding the various steps that were taken as the three drafts and final Plan were being developed.

Many of the members of the Field Review Committee represented local secondary and community college districts. There were six public hearings held in the various geographic regions of the State where individuals were given the opportunity to comment on development of the State Plan.

During the planning process, three drafts of the plan were prepared and reviewed by the Field Review Committee, the Joint Advisory Committee, the State Board of Education and the Board of Governors, California Community Colleges.

5. You shall develop the portion of the plan relating to the amount and uses of any funds proposed to be reserved for adult vocational and technical education, postsecondary vocational and technical education, tech-prep education, and secondary vocational and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary vocational and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file its objections with you. You shall respond to any objections you receive in the State plan. [Sec. 122(e)(3)]

Response: The distribution of funds among the secondary, adult, and postsecondary vocational and technical education and tech-prep education was the topic of several state staff meetings. A recommended policy resulted from these discussions. The policy was introduced to the Field Review Committee for their deliberation and

recommendation. The policy was approved by the Joint Advisory Committee and adopted by the Board of Governors, California Community Colleges and the California State Board of Education. See Chapter 8 for details on the distribution of funds. Also see Appendix 4 for the Memorandum of Understanding Between the Board of Education and the Board of Governors of the California Community Colleges that includes, among other things, the procedures for resolving differences.

II. PROGRAM ADMINISTRATION

A. Descriptions

1. You shall prepare and submit to the Secretary a State plan for a 5-year [4-year] period, together with such annual revisions as the eligible agency determines to be necessary. [Sec. 122(a)(1)]

Response: A four-year plan covering the period 2000-2004 is being submitted. Annual revisions to the four-year plan will be submitted when necessary.

2. You will describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance. [Sec. 122(c)(1)]

Response: The state leadership activities described in Chapters 3 and 4 address program improvement that will result in improving student performance in vocational and technical education. The local plan guidelines for the secondary and postsecondary levels, included here as Appendices 6 and 8, require eligible recipients to address how local programs will be designed to meet or exceed the State adjusted levels of performance. A state accountability system, described in Chapter 5, is being implemented that satisfies the requirements of Perkins III. Eligible recipients must utilize an analysis of accountability data as they are identifying priorities for program improvement and the expenditure of Perkins III funds.

See State Leadership Activities, Chapter 3, pages 40-50, and VTEA Funds for State Leadership, Chapter 4, pages 66-71, for planned activities at the secondary and postsecondary levels.

3. You will describe the secondary and postsecondary vocational and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs. [Sec. 122(c)(1)(A)]

Response: The development of quality, state-of-the-art vocational and technical education programs has been identified as a priority for secondary and postsecondary

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education. State leadership activities are being developed to address the development, improvement, and expansion of quality vocational and technical education programs. Eligible recipients must describe in their local plans how they will address these requirements as well as indicate how funds will be expended on activities to develop, improve, and expand state-of-the-art programs.

See State Leadership Activities, Chapter 3, pages 40-50, and VTEA Funds for State Leadership, Chapter 4, pages 66-71, for planned activities at the secondary and postsecondary levels.

4. You will describe the criteria that you will use in approving applications by eligible recipients for funds under Perkins III. [Sec. 122(c)(1)(B)]

Response: Copies of the guidelines for the development of local four-year plans by eligible recipients are included in the plan. Plans will be approved based upon a review by state staff that all of the guideline requirements have been met including the requirements of Section 134(b) regarding the contents of local plans.

Criteria for approving local four-year plans for the secondary level are in Chapter 3, pages 52-54, and for the postsecondary level, Chapter 4, pages 74-75. Appendix 6 contains the secondary guidelines for local plans and Appendix 8 contains the postsecondary guidelines.

5. You will describe how such programs will prepare vocational and technical students for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations. [Sec. 122(c)(1)(C)]

Response: This is one of several priorities for the secondary level and is included in the section on Division Programmatic Priorities in Chapter 3, pages 35-40. This is also included in the postsecondary priorities in Chapter 4, pages 56-57 and in the VTEA Funds for State Leadership Section on curriculum development and professional development, pages 67-69.

Placement in postsecondary education is a core indicator for both the secondary and postsecondary levels. See Chapter 5, pages 86 and 92 for the placement in postsecondary education indicators.

6. You will describe how funds will be used to improve or develop new vocational and technical education courses. [Sec. 122(c)(1)(D)]

Response: This is included in the secondary section as State Leadership Activities, Standards and Curriculum Development, Chapter 3, pages 41-43, and in the postsecondary section as Curriculum Development, Chapter 4, pages 67-68.

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7. You will describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. [Sec. 122(c)(2)]

Response: For the secondary level see Professional Development, Chapter 3, pages 43-45. For the postsecondary level see Chapter 4, pages 68-69. Also see the requirement that professional development must be included in the local plans (Appendix 6, page 163, and Appendix 8, page 178).

8. You will describe how you will actively involve parents, teachers, local businesses (including small- and medium-sized business), and labor organizations in the planning, development, implementation, and evaluation of such vocational and technical education programs. [Sec. 122(c)(3)]

Response: Besides the involvement of the Field Review Committee in developing the State Plan, which is described in Chapter 2, both the CDE and the CO have established statewide advisory committees to assist in the identification of priorities for program improvement, implementation, and evaluation. See secondary activities in Chapter 3, page 35, on advisory committees, and page 43, on professional development priorities. Postsecondary activities are shown in Chapter 4, Partnership Development, pages 70-72, and Statewide Vocational Education Advisory Committees, pages 77-79. Secondary and postsecondary districts must describe in their local plans how these individuals and groups will be involved in the planning, implementation and evaluation processes (see local plan guidelines, Appendix 6, page 159 and Appendix 8, page 177).

9. You will describe how you will improve the academic and technical skills of students participating in vocational and technical education programs, including strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects, and provide students with strong experience in, and understanding of, all aspects of an industry. [Sec. 122(c)(5)(A)]

Response: See Chapter 3, Standards and Curriculum Development, pages 41-43, and Chapter 4, Curriculum Development and Improvement, pages 67-68. Also see the local plan guidelines Appendix 6, page 161, Items B2 and B3, and Appendix 8, page 178, Step 3, Items 1 and 2.

10. You will describe how you will ensure that students who participate in such vocational and technical education programs are taught to the same

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challenging academic proficiencies as are taught to all other students.
[Sec. 122(c)(5)(B)]

Response: See Chapter 3, Standards and Curriculum Development, pages 41-43, and Chapter 4, Curriculum Development and Improvement, pages 67-68. Also see the local plan guidelines, Appendix 6, page 160, Item C3, and Appendix 8, page 177, Step 3, Item 3.

11. You will describe how you will provide local educational agencies, area vocational and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(14)]

Response: Technical assistance in the secondary level is covered throughout Chapter 3 including pages 32-33 on Support for Schools-Regional Services, page 46 on technical assistance on successful strategies for special populations, pages 49-51 on Statewide Leadership Centers, and page 51, item 6 on providing technical assistance. Chapter 4 covers the postsecondary technical assistance including page 66, item 6, on technical assistance, page 67, on technical assistance regarding the accountability system, and technical assistance through partnership development on pages 70-72, including the Regional Consortia, Academic Senate, and Statewide Advisory Committees.

12. You will describe how vocational and technical education relates to State and regional occupational opportunities. [Sec. 122(c)(15)]

Response: See Chapter 1, pages 11-18, on the Economic Context, Chapter 3, page 35, on Links with Business and Industry and Other Agencies, page 37, on Focus on Industry Clusters or Sectors, and Chapter 4, page 72, on State Requirements, and pages 75-77, on Regional Consortia.

13. You will describe the methods you propose for the joint planning and coordination of programs carried out under Perkins III with other Federal education programs. [Sec. 122(c)(16)]

Response: See the Introduction, pages 1-4, with several references to WIA and other Federal programs, and Chapter 7, pages 103-111, on the Regional Workforce Preparation and Economic Development Act. Also see Appendix K on Coordinated Services between WIA and VTEA.

14. You will describe how funds will be used effectively to link secondary and postsecondary education. [Sec. 122(c)(19)]

Response: See Chapter 3, page 34, on Links with Community Colleges, and Chapter 4, page 71, that include linking the secondary and postsecondary levels through state

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leadership activities. Also see Chapter 6, pages 97-102, on Tech-Prep Education that links secondary and postsecondary programs.

15. You will describe how you will address the equity provisions contained in Section 427(b) of the General Education Provisions Act, as amended. [20 U.S.C.1228a]

Response: The statement of general assurances requires eligible recipients to describe and adopt procedures to ensure equitable access to and equitable participation in any activities carried out with funds received under the Carl D. Perkins Vocational and Technical Education Act of 1998. Such procedures will ensure that the special needs of students, teachers, and other beneficiaries are addressed in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

One of the requirements of the four-year plans of the eligible recipients is to address how they will identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in vocational and technical education. See instructions and guidelines for the preparation of local plans, Appendix 6, page 162, Section 3, for the secondary level, and Appendix 8, page 178, Step 3, Item 5, for the postsecondary level.

16. You will include the description of the procedures in place to develop the memoranda of understanding outlined in section 121(c) of the Workforce Investment Act of 1998. [Sec. 122(c)(21)]

Response: The partnership created by RWPEDA will develop and disseminate procedures for the memoranda of understanding. See Chapter 7, page 109, item 12.

17. You will describe the procedures you will develop to ensure coordination of nonduplication among programs listed in section 112 (b)(8)(A) of the Workforce Investment Act of 1998. [Section 122(c)(21)]

Response: See Chapter 4, page 72, State Requirements on Section 78016 of the California Education Code that requires review of community college vocational education programs. Also see Chapter 7, California Workforce Development, page 104, on joint planning, and coordination of programs, and eliminating duplication of programs through the policy framework of RWPEDA.

Appendix K is a motion approved by the California State Workforce Investment Board on March 15, 2000, to approve the opportunity for collaboration between WIA and the Carl D. Perkins Act of 1998.

III. ACCOUNTABILITY AND EVALUATION

Program Requirements

1. Describe the procedures employed to include input from eligible recipients in establishing performance measures for core indicators. [Sec. 113(b)(1)(A), Sec. 113(b)(2)(D)].

Response: This was partially done through involvement of the Field Review Committee. See recommendations 1 and 2, page 25, Chapter 2. The Community College Vocational Education Research and Accountability Advisory Committee also addressed this requirement. One of the standing statewide advisory committees, the committee has been working on the core indicators and levels of performance for more than two years. Most of the members of the committee represent eligible recipients including representation from secondary and postsecondary districts. See Chapter 4, pages 78-79, for responsibilities of the committee.

2. Describe the procedures employed to include input from eligible recipients in establishing a State level of performance for each core indicator of performance. [Sec. 113(b)(1)(C), Sec. 122(C)(9)].

Response: See response to number 1 above.

3. Describe the procedures employed to include input from eligible recipients in establishing any additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(B)].

Response: There are no additional indicators.

4. Describe the procedures employed to include input from eligible recipients in establishing State levels of performance for each additional indicator of performance. [Sec. 113(b)(1)(C)].

Response: There are no additional indicators.

5. Identify and describe the core indicators to be used to meet the requirements of Section 113. [Sec. 113(b)(2)(A)(I-iv)].

Response: See Chapter 5 on accountability and evaluation that includes information on all of the required core indicators and levels of performance for both the secondary and postsecondary levels.

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6. Identify and describe a State level of performance for each core indicator of performance for the first two program years covered by the State plan. [Sec. 113(b)(3)(A)(ii)].

Response: See Chapter 5 on accountability and evaluation that includes information on all of the required core indicators and levels of performance for both the secondary and postsecondary levels.

7. Identify and describe any additional indicators identified by the eligible agency. [Sec. 113(b)(2)(B)].

Response: There are no additional indicators.

8. Identify and describe a State level of performance for each additional indicator. [Sec. 113(b)(3)(B)].

Response: There are no additional indicators.

9. Describe how you will annually evaluate the effectiveness of vocational and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating such programs to ensure nonduplication with other existing Federal programs. [Sec. 122(c)(6)]

Response: See the local plan guidelines that require eligible recipients to evaluate their programs (see Appendix 6, page 164, Section 5, Evaluation and Assessment of Vocational and Technical Education Programs, and Appendix 8, page 178, Step 3, Item 4, on program evaluation). Chapter 3, pages 27-28, address Standards-Based Accountability at the secondary level.

Education Code Section 78015 requires community college districts to review their programs to ensure there is no unnecessary duplication with other workforce development programs. For more detail, see Chapter 4, pages 72-73, on State Requirements. Also see Chapter 4, page 75, on Regional Consortia, item 1, regarding work to avoid unnecessary duplication of programs.

Chapter 7, pages 110-111, on RWPEDA, the policy framework for all of California's workforce development, covers the performance-based accountability system that is being implemented in California. This system will measure several factors, including completion rates, employment and wage information, and the relationship of training to employment.

10. Describe how you will report data relating to students participating in vocational and technical education in order to adequately measure the progress of students, including special populations. [Sec. 122(c)(12)]

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Response: Data for the secondary system are currently reported through the STAR, CTAP, and ACE systems (see Chapter 3, page 42). CDE is now developing CSIS, which will become the data collection and reporting system (see Chapter 3, page 28, and Chapter 5, page 82, for information regarding system development).

The community colleges are using the MIS system for its data collection and reporting. Elements required for VTEA accountability are already in the system (see Chapter 5, page 89, on the existing community college system).

11. Describe how you will ensure that the data reported to you from local education agencies and eligible institutions under Perkins III and the data you report to the Secretary are complete, accurate, and reliable. [Sec.122(c)(20)]

Response: The data collection and reporting processes have been developed and tested to assure that all required data are complete, accurate, and reliable. The systems were developed with the cooperation of local district personnel to assure that the systems were workable as well as useful. Local districts must assure the completeness, accuracy, and reliability of data and all data submitted are subject to audit.

There will be a series of workshops held throughout the state to inform local personnel about the requirements of the accountability system. Technical assistance will be provided local districts regarding all aspects of the system.

12. As required by Sec 112(b)(8)(B) of the Workforce Investment Act of 1998, describe the common data collection and reporting processes used for the programs and activities described in Sec. 112(b)(8)(A)(iii) of the Workforce Investment Act of 1998, and to postsecondary vocational education activities. [Sec. 122(c)(21)].

Response: See Chapter 7, pages 110-111, on the Performance Based Accountability System. The PBA system will provide the common data collection and reporting processes.

IV. SPECIAL POPULATIONS AND OTHER GROUPS

A. Descriptions

1. You will describe your program strategies for special populations. [Sec. 122(c)(7)]

Response: The challenge facing California in providing rewarding educational opportunities for special populations is described in Chapter 1, pages 7-10. The

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implications for the programs and services are discussed in Chapter 1, pages 16-18. Strategies for special populations at the secondary level are covered in Chapter 3, pages 45-48. Appendix 6, Support Services and Activities, pages 162 and 163, indicate how local district performance plans must address strategies for special populations. The postsecondary level has, as one of the program improvement priorities, development and dissemination of exemplary strategies for meeting the unique needs of special populations (see Chapter 4, pages 69-70). Professional development will be provided to local staff on skills and strategies to serve special populations (see Chapter 4, page 69). Regional efforts will be coordinated through the Regional Consortia (see Chapter 4, page 76, item 5). There is a statewide advisory committee at the postsecondary level that has as its primary function the identification of strategies for special populations (see Chapter 4, pages 77-79). Community college district local plans must also address special populations (see Appendix 8, page 178, Step 3, Item 5).

2. You will describe how individuals who are members of special populations will be provided with equal access to activities under Perkins III. [Sec. 122(c)(8)(A)]

Response: Chapter 3, pages 45-48, address special populations at the secondary level. See Chapter 4, page 69, for student support structure priorities to increase special population access to and success in vocational and technical education in postsecondary programs. Also see the response to number 1 in this section above.

3. You will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. [Sec. 122 (c)(8)(B)]

Response: Secondary and postsecondary districts must describe in their local plans how members of special populations will not be discriminated against. (See Appendix 6, pages 162 and 163, and Appendix 8, page 178, Item 5.) Also see the response to number 1 in this section above.

4. You will describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high skill, high wage careers. [Sec. 122(c)(8)(C)]

Response: The degree of success of special populations in meeting levels of performance will be determined through the accountability system described in Chapter 5. Local secondary and postsecondary vocational and technical education programs will also be reviewed with the intent of determining strategies to overcome barriers that may be faced by members of special populations in meeting or exceeding

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State adjusted levels of performance. (See Appendix 6, page 162 and 163, and Appendix 8, page 178.)

5. You will describe how you will adequately address the needs of students in alternative education programs, if appropriate. [Sec. 122(c)(13)]

Response: VTEA funds are not used in alternative education programs.

6. You will describe how funds will be used to promote preparation for nontraditional training and employment. [Sec. 122(c)(17)]

Response: The State is adopting core indicators and levels of performance to address student participation in and completion of programs leading to non-traditional employment. See the secondary indicator in Chapter 5, page 87, and the postsecondary indicator in Chapter 5, pages 93-94. The secondary strategies for nontraditional training are indicated in Chapter 3, pages 45-48. Postsecondary priorities have, as a major purpose, improving and increasing the preparation of students for nontraditional employment (see Chapter 4, pages 66-72). Local plans at both the secondary and postsecondary levels must describe how funds will be utilized to promote preparation for nontraditional training and employment. (See Appendix 6, pages 162-163, and Appendix 8, page 178, Step 3, Item 6.)

7. You will describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(18)]

Response: Funds will be made available to State correctional agencies through interagency agreements. The agencies must prepare proposals for the use of funds indicating vocational and technical education service and program improvement. The proposals and budgets must be consistent with Perkins III. Agencies will be required to complete assurances and certifications similar to those required of local districts. Agencies must submit year-end performance and evaluation reports. See Chapter 4, page 66, regarding the VTEA set-aside to serve individuals in state institutions.

V. TECH-PREP

A. Program Requirements

1. Describe how each funded tech-prep program will be carried out under an articulation agreement between the participants in the consortium, as defined in section 204(a)(1) of Perkins III. [Sec. 204(c)(1)]

Response: Funding will be made available to the 80 Tech-Prep Consortia that were awarded grants on a competitive basis during the transition year, 1999-2000. Continued funding will be dependent on the successful past performance of the consortia and will

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as well develop programs that are more systemically articulated, program-to-program articulation, rather than course-to-course articulation. See Chapter 6, pages 99-101, for specific criteria.

2. Describe how each funded tech-prep program will consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction with a common core of required proficiency. [Sec. 204(c)(2)]

Response: Continued funding for the Tech-Prep Consortia will be based on criteria that include: Articulation Agreements in place, functioning, and reviewed annually that include at least 2 years of secondary school preceding graduation and 2 years or more higher education, or an apprenticeship program of at least 2 years. See Chapter 6, page 100, item 4.

3. Describe how each funded tech-prep program will meet academic standards developed by the state, link secondary and postsecondary institutions through nonduplicative sequences of courses, use work-based learning, educational technology and distance learning. [Sec. 204(c)(3)(A-D)]

Response: Ninety-five percent of the Tech-Prep funding will be distributed to the Tech-Prep Local Consortia. To ensure that content set forth in question 3 is met, criteria for funding and responsibilities of the consortia are provided in Chapter 6, pages 99-101.

4. Describe how each funded tech-prep program includes in-service training for teachers that addresses the concerns of Perkins III. [Sec. 204(c)(4)(A-E)]

Response: Inservice training and staff development will be the responsibility of the Tech-Prep Consortia as described in Chapter 6, page 100.

5. Describe how each funded tech-prep program includes training programs for counselors that addresses the concerns of Perkins III. [Sec. 204(c)(5)(A-E)]

Response: Counselors and other education personnel as well as faculty will be included in the inservice program described in Chapter 6, page 100.

6. Describe how each funded tech-prep program provides equal access to individuals who are members of special populations. [Sec. 204(c)(6)]

Response: One of the criteria for funding of the Tech-Prep Local Consortia is that evidence of strategies to ensure equal access for all student populations must exist. See Chapter 6, page 100, item 9, and the list of consortia responsibilities, also on page 100.

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7. Describe how each funded tech-prep program provides for preparatory services that assist participants in tech-prep programs. [Sec. 204(c)(7)]

Response: The need for preparatory services will be identified and addressed by the Tech-Prep Local Consortia.

B. Administrative Requirements

1. Describe the competitive basis or formula you use to award grants to tech-prep consortia. [Sec. 204(a)(1)]

Response: The 80 Tech-Prep Consortia will receive continued funding based upon criteria that will measure their performance to date. See Chapter 6, page 100, items 1-9.

2. Describe how you will give special consideration to applications that address the areas identified in Sec. 205(d). [Sec. 205(d)(1-5)]

Response: The functions for which the Tech-Prep Consortia will be responsible will be addressed in the applications and include the components in Sec. 205 (d)(1-5). See Chapter 6, page 100, numbers 1-9 and the bulleted items that follow.

3. Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 205(e)]

Response: The 80 Tech-Prep Local Consortia include urban and rural participants. Equitable distribution of assistance will be assured through the oversight of the Joint Management Team. See Chapter 6, pages 97-99.

4. Describe how tech-prep programs will be evaluated using your system of core indicators and levels of adjusted performance. See section II – Accountability.

Response: The secondary core indicators are consistent with those established for the basic grant. See Chapter 5, page 83. Postsecondary core indicators are addressed in Chapter 5, pages 94-95.

5. Describe how you plan to collect data to address the reporting requirements in Perkins III (to be addressed in performance reporting). [Sec. 206]

Response: The secondary statewide data collection system is currently in revision with improved results anticipated at the completion. See Chapter 5, page 82 for details. The postsecondary statewide data collection system is in place and will be used to record the information needed for reporting purposes. See Chapter 5, page 89.

VI. FINANCIAL REQUIREMENTS

A. Assurances

1. You will assure compliance with the requirements of Title I and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(10)]

Response: See Appendix H, item 1.

2. You will assure that none of the funds expended under title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [Sec. 122(c)(11)]

Response: See Appendix H, item 2.

B. Required Descriptions

1. You will describe how funds received through the allotment made under section 111 will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rationale for such allocation. [Sec. 122(c)(4)(A)]

Response: Funds will be distributed based on approval by the OVAE of the proposed formula submitted as waiver requests for sections 131 and 132. See Appendix I for the Request for Waiver of Section 131 Funds, and Appendix J for the Request for Waiver of Section 132 Funds. These waiver requests include the rationale for the formulas.

Chapter 8 contains the criteria for the distribution between the secondary (high schools and regional occupational centers/programs –high schools) and postsecondary levels (adult, ROC/P adult, and community college).

2. You will describe how funds received through the allotment made under section 111 will be allocated among consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(4)(B)]

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Response: Local consortia are formed to meet the minimum requirements in the formula, a \$15,000 allocation. One member of the consortia acts as the fiscal agent. A single application/ plan is received by CDE from the consortia. The allocation for the consortia is processed through the county office of education to the fiscal agent for the consortia. The fiscal agent is permitted to retain no more than 5% of each member's apportionment for purposes of administering the consortia. The remaining appropriations attributable to each member of the consortia are forwarded to the consortia districts.

C. Procedural Suggestions

To enhance the description of the State's fiscal underpinnings of funded vocational and technical programs, you are strongly urged to include the following in the State plan:

1. A detailed projected budget table.

Response: See Chapter 8, pages 118-120, for the distribution of funds. The state match for expenditure of Federal State Administration funds will be on a dollar-for-dollar basis. Due to the uncertainty regarding the level of future funding, amounts for only 2000-2001 are shown. It is anticipated that the distribution of funds for years 2001-2004 will be done on the same basis as is being used for 2000-2001.

2. An annual submission of subrecipient allocations made from funds available under section 112(a) and (c), including those allocations for BIA and charter schools for each year of the five-year plan.

Response: The two secondary BIAs that qualify by offering vocational and technical education programs have been contacted for participation and have been included in the allocation formula. To date only one BIA school has submitted an application.

The charter schools are included as part of the district applications. The charter schools are identified under the districts' list of schools as charter schools.

The table on page 120 indicates the distribution of Title I and II funds for 2000-2001. If the allocated amounts planned to be made to all secondary and postsecondary districts are required to be submitted, tables showing these amounts will be submitted subsequent to the approval of the Section 131 and 132 waiver requests.

3. An annual submission of allocations made to consortia from funds available under section 112(a) and (c) for each year of the five-year plan.

Response: No funds have been made available for allocation under Section 112(c).

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4. A description of the secondary and postsecondary formulas used to allocate funds available under section 112(a).

Response: See Chapter 8, pages 114-118, for the secondary and postsecondary formulas. See appendices I and J for the waiver requests for the formulas.

5. A description of the procedures used to determine and rank eligible recipients seeking funding under section 112(c).

Response: No funds have been made available for allocation under Section 112(c).

6. A description of the process used to allocate funds available under section 112(c).

Response: No funds have been made available for allocation under Section 112(c).

VII. EDGAR AND OTHER REQUIRED CERTIFICATIONS

Items 1 through 9 under EDGAR and Other Required Certifications are included in the EDGAR Certifications page. That page has been signed by the President of the State Board of Education and is included here as Appendix C.

Items 10 through 12 are included in the Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; Drug-Free Workplace Requirements pages that have been signed by the State Director of Vocational and Technical Education. Those pages are included here as Appendix F.

Item 13 is the Assurances, Non-Construction Programs that has been signed by the State Director of Vocational and Technical Education and is included here as Appendix G.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

JUN 29 2000

Dr. Patrick Ainsworth
Accountability Director
Federal and State Compliance Division
Capitol Department of Education
600 J. Street, Suite 300
Sacramento, California 95814

Dear Dr. Ainsworth:

This letter informs you of the approval of California's four-year State plan submitted earlier this year under the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), 20 U.S.C. 2301 *et seq.*, as amended by Public Law 105-332, except that (1) the adjusted performance levels for the core indicators are approved for only one year and (2) your alternative formulas under section 131(c) and section 132(b) to distribute funds to secondary and postsecondary programs are approved. Enclosed are the grant award notifications for the first installment of your vocational education basic grant and for your tech-prep grant, which are made subject to the conditions specified in this letter. This letter and the conditions and terms described below, including the *Final Agreed-Upon Baseline and Adjusted Performance Levels*, are hereby incorporated into the enclosed grant awards.

Funds awarded under these grants do not become available for obligation until July 1, 2000. Funds are not presently available for this grant because they are not available for obligation by the Secretary until July 1, 2000. Under the appropriations statute and 34 CFR 76.703(d), July 1 is the earliest date that the State may obligate funds. Because July 1, 2000 is a Saturday, funds will not be available for draw down until July 3, 2000. Funds for the second installment of your basic grant will become available on October 1, 2000, and will be added as a supplement to the enclosed basic grant award.

Conditions Related to the Adjusted Performance Levels

Your State and this Department have worked hard during the first and second years of the implementation of Perkins III to identify core indicators specified by Perkins III and to negotiate adjusted levels of performance for these indicators. We have reached agreement on the State adjusted levels of performance for each core indicator for the year beginning July 1, 2000, which are set forth in the enclosed attachment entitled *Final Agreed-Upon Baseline and Adjusted Performance Levels*. These adjusted performance levels are incorporated into your State plan as a condition of approval pursuant to section

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113(b)(3)(A)(iii) of Perkins III. The accountability portion of your State plan has been approved for only one year in accordance with section 113(b)(3)(A)(v) of Perkins III. This provision requires the Secretary and each eligible agency to reach agreement on the adjusted performance levels for the third through fifth program years under Perkins III prior to the third year. Thus, prior to receiving your grant next year, you must negotiate adjusted performance levels for the third, fourth, and fifth program years.

Moreover, because your State relied on estimated or tentative data to establish some of the baselines used to negotiate the adjusted performance levels for this grant, we consider these adjusted performance levels to be in transition. See section 4 of Perkins III. The baselines for which you relied on estimated or tentative data are identified in the enclosed *Final Agreed-Upon Baseline and Adjusted Performance Levels*. Your State must confirm the accuracy of the identified estimated or tentative baseline data by October 1, 2000, as a condition of receiving your second installment of the basic grant. If your State cannot confirm the data, you must provide other verified data and negotiate new adjusted performance levels prior to October 1.

Conditions Related to the Distribution Formula for Secondary Funds

As part of your State plan, you relied on the substitute data elements identified in Program Memoranda OVAE/DVTE FY 99-8 and FY 2000-2 to distribute secondary funds under section 131(b) of Perkins III. Please note that your proposed distribution method is approved only until such time as the data elements specified in section 131(b) become available for use by States, which we expect will be in April 2001. At that time, you will have the opportunity to amend your plan to utilize this newly available data as required by section 131(b) or to submit a waiver request for an alternative formula using this newly available data as the basis for comparison instead of the substitute data.

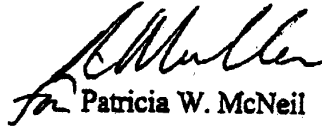
Conditions Related to the Alternative Distribution Formula for Postsecondary Funds

As part of your State plan, you requested a waiver under section 132(b) of Perkins III to use an alternative formula to distribute funds to postsecondary programs. The information you provided demonstrated that the formula in section 132(a) "does not result in a distribution of funds to the eligible institutions or consortia within the State that have the highest numbers of economically disadvantaged individuals" and that your proposed alternative formula "will result in such a distribution." We are pleased to approve your waiver request to use this alternative formula.

Appendix M

This Department will continue to work with your State to ensure that your State continues to make a smooth transition to the requirements of Perkins III. We appreciate your continuing cooperation.

Sincerely,



Patricia W. McNeil

Enclosures

JUN 29 2000

California-- Final Agreed-Upon Baseline and Adjusted Levels of Performance for 2000-2001

These are the final baseline and adjusted performance levels agreed upon by the State and the U.S. Department of Education for the year beginning July 1, 2000. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(ii) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Core Indicator	Measurement Approach	Method and Years for Estimating Baseline	Final Agreed-Upon Baseline Level	Final Agreed-Upon APL for 2000-2001
1S1	Grade Point Average	Using average baseline from comparable states for interim baseline level #	72.0 %	73.0 %
1S2	Program Completion	Most recent year—1997-1998—using secondary ROC/P enrollees for interim baseline. #	49.9 %	50.9 %
2S1	State/Local Administrative Data	Most recent year 1998-1999 #	68.5 %	69.5 %
3S1	State Developed and Locally Administered Surveys	Most recent year—1997-1998-- using secondary and adult ROC/P completers for interim baseline. Must include all secondary completers—not just ROC/P completers-- for final baseline levels. #	90.8 %	90.8 %
3S2	NOT REQUIRED			
4S1	State/Local Administrative Data	Using average baseline from comparable states #	14.5 %	15.0 %
4S2	State/Local Administrative Data	Using average baseline from comparable states #	12.3 %	12.8 %
1A1	Academic Grade Point Average	Most recent year 1997-1998 #	43.8 %	44.8 %

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1A2	Vocational Grade Point Average	Most recent year 1997-1998 #	43.8 %	44.8 %
2A1	State/Local Administrative Data	Most recent year 1997-1998 #	43.8 %	44.8 %
3A1	State Developed and Locally Administered Surveys	Most recent year—1997-1998— using secondary and adult ROC/P completers for interim baseline. Must include all adult completers for final baseline levels. #	90.8 %	90.8 %
3A2	State Developed and Locally Administered Surveys	Using average baseline level from comparable states #	90.0 %	90.0 %
4A1	State/Local Administrative Data	Using baseline level from comparable states #	14.5 %	15.0 %
4A2	State/Local Administrative Data	Using baseline level from comparable states #	12.3 %	12.8 %
1P1	Course Completion	Average of 3 most recent years—1995-1997 #	75.1 %	76.1 %
1P2	Course Completion	Average of 3 most recent years—1995-1997 #	75.1 %	76.1 %
2P1	State/Local Administrative Data	Average of 3 most recent years—1994-1996 #	61.3 %	62.3 %
3P1	Administrative Record Exchange	Average of 3 most recent years—1995-1997 #	84.9 %	85.9 %
3P2	Administrative Record Exchange	Average of 3 most recent years—1994-1996 #	82.9 %	83.9 %
4P1	State/Local Administrative Data	Average of 3 most recent years—1995-1997 #	26.0 %	26.5 %
4P2	State/Local Administrative Data	Average of 3 most recent years—1995-1997 #	27.0 %	27.5 %

*Note: Pound sign (#) indicates those measures, which must be re-negotiated using verified State data, with OVAE prior to October 1, 2000.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

OCT 2 2000

Dr. Patrick Ainsworth
Assistant Superintendent and Director
Standards and High School Development
California Department of Education
660 J Street, Suite 300
Sacramento, California 95814

Dear Dr. Ainsworth:

As you know, earlier this year this office approved California's basic grant under the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), 20 U.S.C. 2301 *et seq.*, as amended by Public Law 105-332, and made the first installment. Enclosed is a supplemental grant award notification for the second and final installment of your vocational education basic grant, which is made subject to the conditions specified in this letter as well as the terms and conditions of the original grant award. This letter and the conditions and terms described below, including the *Revised Final Agreed-Upon Baseline and Adjusted Performance Levels* for 2000-2001, are hereby incorporated into the enclosed grant award.

Conditions Related to the Adjusted Performance Levels

Your State and this Department reached agreement on the State adjusted levels of performance for each core indicator for the year beginning July 1, 2000, which were set forth in the *Final Agreed-Upon Baseline and Adjusted Levels of Performance*. However, because your State relied on estimated or tentative data to establish some of the baselines used to negotiate the adjusted performance levels, we required your State to confirm the accuracy of the baseline data in question or negotiate new adjusted performance levels as a condition of receiving your second installment of the basic grant. To fulfill this condition, your State negotiated new adjusted performance levels, which are set forth in the enclosed *Revised Final Agreed-Upon Baseline and Adjusted Levels of Performance*. These revised baseline and adjusted performance levels supercede the earlier ones and are incorporated into your State plan as a condition of approval pursuant to section 113(b)(3)(A)(iii) of Perkins III.

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Appendix N

As before, the accountability portion of your State plan has been approved for only the current year in accordance with section 113(b)(3)(A)(v) of Perkins III. This provision requires the Secretary and each eligible agency to reach agreement on the adjusted performance levels for the third through fifth program years under Perkins III prior to the third year. Thus, prior to receiving your grant next year, you must negotiate adjusted performance levels for the third, fourth, and fifth program years.

Pre-Award Costs

Your State is authorized to retroactively fund allowable pre-award costs from the funds made available by this supplemental grant award for the period beginning with the date that funds under the first installment of this grant became available for obligation (i.e. the beginning of the Federal funding period) through the effective date of this supplemental grant award. You also may authorize your subgrantees to retroactively fund allowable pre-award costs in accordance with 34 CFR 76.708 and the applicable cost principles under 34 CFR 80.22(b). For detailed guidance on the use of the advance appropriations made available under your supplemental grant award, see my September 11, 2000 Memorandum to State Directors of Vocational-Technical Education.

This Department will continue to work with your State to assist you in making a smooth transition to the requirements of Perkins III. We appreciate your continuing cooperation.

Sincerely,



Patricia W. McNeil

Enclosures

California

Revised Final Agreed-Upon Baseline and Adjusted Performance Levels for 2000-2001

These are the revised final baseline and adjusted performance levels agreed upon by the State and the U.S. Department of Education for the year beginning July 1, 2000. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(iii) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Core Indicator	Measurement Approach	Method and Years for Estimating Baseline	Revised Final Agreed-Upon Baseline Level	Revised Final Agreed-Upon Performance Levels for 2000-2001
1S1	Program completion	State/Local administered surveys Year 98-99	14.03%	15.03%
1S2	Program completion	State/Local administered surveys Year 98-99	14.03%	15.03%
2S1	Statewide graduation rates	State/Local administered surveys Year 98-99	89.35%	90.35%
3S1	Program placement	State/Local administered surveys Year 98-99	69.14%	70.14%
4S1	Nontraditional participation in industrial technology	State/Local administered surveys Year 98-99	16.13%	16.63%
4S2	Nontraditional completers of an industrial technology program	State/Local administered surveys Year 98-99	23.13%	23.63%
1A1	Program completion	State/Local administered surveys Year 98-99	79.26%	80.26%
1A2	Program completion	State/Local administered surveys Year 98-99	79.26%	80.26%
2A1	Statewide completion rates	State/Local administered surveys Year 98-99	79.26%	80.26%
3A1	Program completion	State/Local administered surveys Year 98-99	57.18%	58.18%
4A1	Nontraditional participation in industrial technology	State/Local administered surveys Year 98-99	16.13%	16.63%
4A2	Nontraditional completers of an industrial technology program	State/Local administered surveys Year 98-99	23.12%	23.62%

OCT 2 2000

Core Indicator	Measurement Approach	Method and Years for Estimating Baseline	Revised Final Agreed-Upon Baseline Level	Revised Final Agreed-Upon Performance Levels for 2000-2001
1P1	Course Completion	Administrative data. Year 1 - 1996-97 Year 2 - 1997-98 Year 3 - 1998-99	75.49%	76.49%
1P2	Vocational Course Completion	Administrative data. Year 1 - 1996-97 Year 2 - 1997-98 Year 3 - 1998-99	75.49%	76.49%
2P1	State/Local Administrative Data	Administrative data. Year 1 - 1995-96 Year 2 - 1996-97 Year 3 - 1997-98	59.55%	60.55%
3P1	Administrative Record Exchanges	Administrative data. Year 1 - 1995-96 Year 2 - 1996-97 Year 3 - 1997-98	84.89%	85.89%
4P1	State/Local Administrative Data	Administrative data. Year 1 - 1995-96 Year 2 - 1996-97 Year 3 - 1997-98	25.96%	26.46%
4P2	State/Local Administrative Data	Administrative data. Year 1 - 1995-96 Year 2 - 1996-97 Year 3 - 1997-98	27.04%	27.54%